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ABSTRACT

This manual addresses a variety of issues in the recruitment and training of volunteer English-as-a-Second-Language (ESL) teachers. Sections on general topics focus on: recruiting tutors, recruiting students, determining when and where to train volunteers, developing the training workshop agenda, evaluating the workshop, introducing the training program to volunteers, assessing volunteer background, orientation to the program and workshop. Sections on ESL instruction address: the relationship between language instruction and culture; oral language teaching techniques (vocabulary, visual aids, dialogue, and grammar); oral language diagnosis; developing and evaluating instructional materials; other techniques (drills, Total Physical Response, real-life assignments); pronunciation instruction; reading instruction (ESL reading diagnosis, the language experience approach, using language experience to develop other skills, reading comprehension); and a review of procedures and priorities in tutoring. A 26-item annotated bibliography of ESL texts, ESL references, pronunciation references, and ESL training references is appended. (MSE)

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English as a Second Language

A Collection of Methods and Materials for Training Volunteers

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Literacy Council of Alaska

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English as a Second Language

A Collection of
Methods and Materials for
Training Volunteers

Developed by

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AND ITS CONTRIBUTIONS TO
THE LITERACY COUNCIL'S
PROGRAM FOR TRAINING VOLUNTEERS

INTRODUCTION

This collection represents the culmination of LCA's experience to date in conducting training workshops and working effectively with volunteers.

We believe that when training volunteers to teach, there are two primary objectives:

*To make training as enjoyable, productive and effective as possible, and
*To produce tutors who are sensitive to the adult student's needs.

We have attempted to design the manual so that information is presented in an usable format. Each topic will be presented with background information for the instructor, subject content, and teaching methods. In most cases alternative methods of teaching are provided so that you can choose those with which you feel most comfortable.

The key concepts we have attempted to integrate throughout this manual are adaptability and relevance so that you, the reader, might utilize sections that meet your specific and individual needs.

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RECRUITING TUTORS

There are many methods of recruiting tutors for your program. The methods you choose will have to take into account the amount of time and energy you have available for this task and the number of staff and volunteers available to assist you. Because tutor recruitment is often an ongoing process, it would be beneficial for you to decide on some standard methods you want to use for a period of six months to one year and keep materials available to reuse or revise at regular intervals.

This section oulines the methods of tutor recruitment that LCA has used and has found to be successful.

Public Speaking. Contact various community agencies and organizations and arrange to speak about your need for tutors. Be prepared to have statistics of need and student enrollment on hand. Allow about ten minutes of time for questions and answers. Invariably, questions will be asked about the length of time needed for training, your requirements for tutors in terms of past educational experience, and the expected time commitment with your program. Many prospective tutors will feel encouraged if they are aware that most other tutors don't start training with a Ph.D. in adult education or applied linguistics! It is to your advantage to pass out cards, brochures or other information that your audience can refer to at a later time.

Some groups you might want to speak to are: (1) Service Organizations - Kiwanis, Jaycees, Lions, Soroptimists, (2) Women's Groups - American Association of University Women, other university women's groups, hospital auxiliaries, (3) Community Groups - Chamber of Commerce, Rotary, PTA, teacher's organizations, and (4) Religious Groups - churches and synagogues.

Remember, your community may have different groups than the ones listed above. Don't hesitate to try them. Word of mouth is the best advertisement for tutor recruitment.

Newspaper. Speak with the community news editor of your local paper and see if he's willing to print a general article about your program and need for tutors. He may be willing to publish a short article prior to each training session giving specifics of time, location, cost and topic.

Usually newspapers have a "What's Happening Around Town" column. Be sure to submit details to be printed there. Contact your newspaper to find out how far in advance you want this submitted and the format they prefer. Don't be afraid to pester the staff about articles. All they can say is "no", and most likely they'll eventually say "yes!"

Radio. The radio can be utilized in two different ways - Public Service Announcements and interviews.

Notes

1. Public Service Announcements (PSA's)

Usually these are short--about 60 to 90 seconds. LCA has used PSA's to advertise general literacy program information as well as specifics about training workshops and other events. These announcements can be prerecorded or submitted in typed form for the announcer to read over the air. Local radio stations have offered the use of their equipment and announcers to prerecord PSA's. All stations are required by law to air a certain number of PSA's daily, so if you are met with any resistance, be sure to remind them of this. After your Public Service Announcements are developed, distribute them to as many radio stations as you can. Some sample PSA's developed by LCA are included.

2. Interviews:

Find out what talk shows are on each station. Contact the program's moderator and tell him that you'd like to be interviewed on his show. If the show is live and has call-ins, be prepared to answers questions from listeners. Give your phone number and office location several times during the course of the interview.

Television. As with radio recruitment, you can use either PSA's or interviews to recruit tutors.

1. PSA's:

These need to be developed by your agency. Designing one for television requires the use of expensive euqipment and some know-how to be effective. Some stations might be willing to loan you the use of their equipment--it never hurts to ask.

2. Interviews:

Call up the various talk show moderators and express your interest in being interviewed. Find out if there are any community service programs on which you can appear to give a talk about your needs. Occassionally, news commentators may be willing to interview you for broadcast on the nightly news.

Posters. Prior to each workshop, hang posters in key locations in your community such as school libraries, post offices, shopping malls and churches. Posters should give dates, times, cost, location and description of the workshop content. LCA has found humor and a good artist to be the key to an eye-catching poster. It helps to have tabs with your phone number at the bottom of each poster so that prospective tutors can remove them and call at their convenience.

Notes

Church Bulletins. Most churches have a monthly bulletin and are happy to print information about training workshops. Churches will often make a special effort to help with tutor recruitment if they have recently referred students to your organization.

Displays. Displays and booths at the state and county fairs, in shopping malls or at any community celebration are a great way to recruit tutors. This method allows you to talk personally with everyone who stops by. Be sure to give out cards or brochures with yor phone number and address. Ask each prospective tutor to fill out a card with their name, phone number, address and special interest so you can contact them before the next training workshop.

Card file. When people call up with questions about your program, you can make a card with their address and phone number. Before the next workshop, contact the people in the file by phone or send them registration forms. If they aren't available, you've at least reminded them that your organization exists.

Word of Mouth. This is one of the most effective ways to recruit tutors. Whenever the opportunity arises, tell people about your program and your need for tutors. Ask them to spread the word. Often a verbal advertisement from an acquaintance is a hundred times more likely to spark someone's interest than any PSA, poster or speech.

The preceeding tutor recruitment methods are only suggestions. Use your ingenuity and think of other means which might work in your own community.

We recommend that you retain the names, phone numbers and adresses of anyone who expresses an interest in tutoring. Contact them prior to each training session.

Notes

TUTOR RECRUITMENT PSA

So's Little Johnny's back in school and you were going to have an exciting carefree time, huh? But you got it all done in 3 days flat and now you're stuck--nothing! Boredom! Even Ralph, the dog, doesn't want to go for another walk. Well, reconsider--think positive--find excitement at the Literacy Council of Alaska--come to our English as a Second Language workshop on November 3, 5 and 7 from 9 a.m. to 1:30 p.m. with a lunch break yet, and learn to tutor people who need help. You can do it -- we need you. The Literacy Council of Alaska at 823 Third Avenue or call us for more information - 456-6212.

and

You've got another chance to join the Literacy Council's cultural exchange program. LCA will be offering its last English as a Second Language workshop for the fall semester on October 6th and 13th. Volunteer, take the workshop and soon you'll be learning about another culture while you teach someone to speak, read and write English. LCA has many volunteers teaching adults now. You can do it, too. Call 456-6212 to register or for more information.

Notes

Name _____

Address _____

Telephone No. _____

I can help....

_____ Tutor Reading

_____ Tutor English

_____ Tutor Math

I need help....

_____ Speaking English

_____ Learning to Read

_____ With Math

I would like more information

WORKSHOP REGISTRATION FORM

Thank you for your interest in the English as a Second Language workshop which is being held to train volunteers as tutors for adults in our community.

PLACE _____

_____

DATE _____

_____

TIME _____

_____

Please fill out the form below and detach and return. Your registration will be confirmed.

We appreciate your interest in helping others learn. We'll see you at the workshop.

.....

Mail to:

NAME _____

ADDRESS _____

PHONE # _____

Yes, I will be attending the English as a Second Language workshop.

STUDENT RECRUITMENT

Student recruitment is not so much a difficult process, but one that takes time. It will be hard for students to read posters or understand public service announcements in English. However, after the first several students and tutors have been recruited and word travels of your program, students will start appearing out of the woodwork. They're there. The problem is to somehow let them know that you're there.

The basic methods of student recruitment are the same used to recruit tutors, with some variations. Variations are discussed below. For further information, refer to the tutor recruitment section.

Public Speaking. When giving talks, briefly discuss the types of students that your program instructs. Many people have acquaintances who are potential students and can then refer them to you.

Newspapers. A sentence or two about the type of students your program works with can be included in articles. Though students themselves are not likely to read the paper, friends or relatives may read the article and can tell potential students.

Radio. During interviews, discuss the types of students you can help. Be sure to mention the confidentiality and costs, if any, for your services.

Public Service Announcements can be developed to recruit students. They should be recorded in languages other than English so that English as a Second Language students will be made aware of your program's existence and accessibility. Sample PSA's are included here.

Television. During interviews, mention the kinds of students you work with and where you can be contacted by them. Again, be sure to mention the confidentiality of your program and costs, if any.

Posters. Posters can be printed in languages other than English to recruit ESL students.

Most Church Bulletins will print a short notice about student services. All you have to do is sent it in.

Displays. Inform people who stop to talk about the services you offer. Often a potential student will stop, but will need some time to think about it before contacting you for tutoring.

Word of Mouth. This is the most effective way of recruiting students. ESL students, with their language barriers, are apt to hear of your services from friends or acquaintances who speak their language. Once you've recruited a student of one nationality it's likely that others of the same nationality will contact you for instruction.

Notes

STUDENT RECRUITMENT PSA

Hi.

Are you having a hard time getting along in Alaska because you don't speak English? Are you having difficulty in finding a job and in keeping it - or just in finding your way around town? We can help you. We are the Literacy Council of Alaska and we teach people to speak, read and write English. Give us a call at 456-6212 or come in and see us - we can talk about what you need - that's what we're here for. We are free, there's no charge for our services - so come on in to the Literacy Council of Alaska at 823 3rd Ave. or call 456-6212.

Notes

This PSA was recorded by students in Korean, Chinese & Spanish

TRAINING: WHEN AND WHERE

Notes

Almost anything can effect how well your workshop is attended. Where and when the training is held can be a big factor in how many of those who have pre-registered attend the first session. Other factors to consider are the furnishings and comfort of the room, the time of day, week and month the workshop is scheduled for and how much time (if any) is allowed between workshop sessions. Each of these factors will be discussed in this section.

Location of Training

Training should be held in an easily accessible and convenient location. The building should be easy to find and the room should be clearly marked. If necessary, post signs from the entrance of the building to the room. Parking should be available as well as public transportation to the building.

The Literacy Council has used schools, churches, office buildings, the library, recreation centers and university classrooms as locations for workshops.

Space and Furnishings

It is better to have too much space than too little. Try to anticipate how many people will attend and set up the room accordingly. You will need tables (or writing surfaces), comfortable chairs and a blackboard or flip-chart. A well venilated room with windows helps to keep participants alert. It's convenient to set up a registration table by the door to greet all incoming tutors and to record names, addresses and phone numbers. If you are charging a fee for the training it can be collected at this time. Have coffee, tea and other refreshments to ease the hunger pangs which occur at break time. your volunteers will appreciate your consideration.

Selecting Workshop Dates

Scheduling is an important factor to consider when planning workshops. You should take into account what times of the year would be best for holding training sessions. If fishing is important to your community's economy, summer workshops would be apt to attract very few participants. The holiday season is usually a busy time of the year for people. Few will be able to spare the needed time for training.

The time of day when the workshop is scheduled should be alternated from workshop to workshop. This accomodates those with free time to attend during either daytime or evening hours. Scheduling workshops on weekends will allow those who cannot attend evening sessions to participate.

How close together and how long individual sessions are should be determined by total workshop length. If it is a 14

hour workshop, you might try two evening sessions from 6:30 - 9:30 for two consecutive weeks. Another option would be to hold two evening sessions and one session on a Saturday. Talk to prospective tutors to determine their preferences.

Before the Workshop Begins

Your volunteers will probably arrive between fifteen minutes before and fifteen minutes after the scheduled start of your workshop. Some may arrive even earlier if they are coming directly from work. Your main tasks are to welcome the volunteers as they arrive, make them feel comfortable, and give them something to do while waiting for the workshop to begin. You can give each an agenda, name tag and whatever record forms your program needs to have on file. The agenda will give them an idea of what to expect throughout the training, the record forms will provide you with needed information for later student match-ups. If you are ready with a set of handouts, the early arrivals can peruse them and begin to anticipate workshop content.

Following are copies of LCA's tutor registration form, and workshop registration sheet. You may wish to design your own to include the information you will need.

Notes

The registration form is used to update our newsletter mailing list

WORKSHOP REGISTRATION FORM

Trainers: Dates: Quarter:

Sessions:			Participants		Tests Pre	Post	
			Name:	Phone:			
			Address:	Zip Code:			
			Name:	Phone:			
			Address:	Zip Code:			
			Name:	Phone:			
			Address:	Zip Code:			
			Name:	Phone:			
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			Address:	Zip Code:			
			Name:	Phone:			
			Address:	Zip Code:			
			Name:	Phone:			
			Address:	Zip Code:			

ESL Workshop Date __/__/__
Reading Workshop Date __/__/__

Literacy Council of Alaska
Tutor Information
For office use only!

Name: First _____ M.I. ____ Last _____

Mailing Address: _____

Street Address or Location: _____

City _____ State ____ Zip _____

Home Phone _____ Work Phone _____

Male/Female ____ Married/Single _____ Children_ _____

Birthdate __/__/__ National Origin _____

Other Languages, if any- _____

Education Completed:

Under 6th ___ 6-12 ___ High School grad or GED ____
AA/BA/BS ___ MA/MS ___ PhD ___

Other training: _____

_____

Availability -

Days	Morning	Afternoon	Evening	Specific hours
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

- Please identity all possible - P and Best - B

Where is the best place for you to meet with a student?

Student's home ___ LCA office ___
UAF Library ___ Borough Library ___
Other _____

Special Skills or Interests: _____

_____

Have you ever taught adults? ___
Please give examples of experience: _____

Previous Volunteer Work: _____

_____

Other Affiliations: _____

_____

How did you hear about the tutoring program?

Poster: ___ Radio: ___ Newspaper: ___
Active Tutor: ___ Brochure: ___
Other: _____

Why do you want to be a tutor? _____

_____

CONFIDENTIALITY: I understand that all information I provide to the Literacy Council of Alaska is for use in providing services to students and maintaining necessary records and reports.

I further agree that I will, as a tutor for the Literacy Council of Alaska, maintain the confidentiality policy in regards to student data. Any information that students provide to the Literacy Council or during my tutoring experience is to be kept strictly confidential.

Signature _____

DEVELOPING THE AGENDA

What your volunteers need to learn, how long the training should take and when it is held are all a part of your planning. Agenda development is an important factor in presenting a successful workshop.

The first question to be answered is:

WHAT DO THE VOLUNTEERS NEED TO KNOW TO BE SUCCESSFUL?

The answers to this will be based in part on who the volunteers are. Where and how were volunteers recruited? Are they high school graduates, college students, men and women who work in the home, or men and women who work outside of the home?

Regardless of the individual backgrounds of the volunteers certain information must be included. This would be information regarding what they can expect from you or your program, what you expect from them, who their students will be, what kinds of materials you have to offer for their use, techniques for teaching, and any special definitions or jagon which you'll be using.

TIMING

Once you've identified what is needed, you must decide in what order to present it. Sample agendas are on the following pages which show the variety of session scheduling which can be used. However, you must be sure that information is presented in an order which makes sense. You do not want to present the definitions after you've used the terms. You probably do not want to wait until the end of the workshop to discuss methods for teaching oral language skills. It is unlikely that the section or information on teaching reading should be presented before discussing how to teach oral language development.

MATERIALS

As you develop the agenda you will have to decide which of the materials included here will be used and what materials you will develop for tutor instruction. When selected the materials you must keep in mind two questions:

(1) What do you wish to accomplish by using the materials?

(2) Which handouts, or other materials, are the most appropriate for your needs and your volunteer population?

Some of the purposes which materials serve in a workshop are:

(1) pre-organizers: materials which involve the participant in the content prior to its presentation. These materials are intended to make the participant more aware and open to the

Notes

ideas, techniques or information which follows. An example of this is to give the volunteers a literacy statistics quiz prior to information on the literacy statistics in your community. You might want to ask participants how many language groups they think are represented in your town, county, or state. This activity tends to make the participant responsive to information which follows.

(2) samples of materials to be used with students: These materials show the volunteer the types of materials they can develop to reinforce or teach a particular skill.

(3) to provide a purpose for reading or writing: These are designed to involve the volunteer in reading a handout or reference.

(4) as a tutor reference: This would include handouts on steps for teaching vocabulary, or a dialog. An example of this is the sheet listing dialog evaluation criteria.

There are many handouts available to you here and in other books, as well as through your own creativity and experience. The task is to select materials which will be best for teaching the particular content and which will be useful to the volunteer.

Once you have selected your content, or topics, go back and determine what kinds of materials you need. You may decide on using only these materials or you may decide to develop your own.

Notes

SAMPLE ESL AGENDA

Session I

6:00 p.m.	Introduction
6:15 p.m.	Assessing Volunteer Background
6:30 p.m.	Orientation
7:00 p.m.	Oral Language Techniques
7:45 p.m.	Diagnosis
8:15 p.m.	Developing and Evaluating Materials
9:00 p.m.	Session Ends

Session II

6:00 p.m.	Review
6:15 p.m.	The Language Experience Technique
7:00 p.m.	Using Language Experience to Reinforce Other Skills
7:30 p.m.	Reading Comprehension
8:00 p.m.	The ABC's of Tutoring
8:30 p.m.	Post-test
9:00 p.m.	Evaluations/Session Ends

SAMPLE ESL AGENDA

Session I

12:00	Introduction
12:15	Pre-Inventory
12:30	Orientation
12:45	Student Entry
1:00	Language and Culture
1:30	The Adult Learner
	Break
2:00	Oral Language Development
2:30	Total Physical Response
2:45	Case Study Activity
	Vocabulary Dialog/Conversation Grammar
3:45	ESL Lesson Planning and Texts
4:15	Summary and Preview of Session 2
4:30	Session Ends

Session 2

12:00	Student Assignments/Review
12:30	ESL Reading
	Language Experience Word Analysis Skills
1:30	Comprehension
	Break
2:30	Reading Materials
3:00	ABC's of Tutoring
	Life Skills Developing and Evaluating Materials Speaker
3:45	Review
4:00	Post-Inventory
4:20	Evaluation of Workshop
4:30	Session Ends

EVALUATING YOUR WORKSHOP

Your evaluation plan is best determined while developing the workshop agenda. Information follows which outlines the methods used by the Literacy Council of Alaska to evaluate its training.

At the Literacy Council three evaluation measures are used to assess the effectiveness of workshops. Examples of the instruments are on the next pages.

The first is an objective pre and post inventory. This is administered to participants to determine how well LCA staff presented the information. If many participants answer a particular question incorrectly on the post-test, we know that our instruction was unclear. Our tests are designed to check comprehension at the application level. They have been very helpful in assessing strengths and weaknesses of workshop presentations. We are not concerned with the post-test scores, we are concerned with comparing post-test answers with the pre-test responses. (Form #1)

Two other measures are used. One is an evaluation which is completed by participants at the end of the workshop. The second is an evaluation which is sent to the volunteers approximately two to three months following the workshop.

The initial evaluation consists of open response items. The answers on this form often reflect the participants' mood and overall responses to the training. This evaluation typically supplies conflicting information. For example, one participant may feel that the section on Language Experience was very worthwhile and cannot wait to try the technique. However, another participant from the same workshop doesn't understand why the information on Language Experience was included at all. (Form #2)

The second evaluation is a Likert-scaled questionnaire. It is designed to remind the volunteer of specific content and to elicit an evaluation of the workshop after the volunteer has had an opportunity to use the information. The second evaluation has proved to be a valid indicator of the quality of the workshop. (Form #3)

Notes

Other examples of pre & post tests are included with the section on "Assessing Volunteer Background"

Form #1

Name _____

Date _____

ESL Workshop Inventory

I. Open Response

Below are two case studies with a set of questions for each. Read the case study carefully, then answer each question based upon what you know about the student.

A. Mrs. Y. is a 36 year old Vietnamese woman. She and her children recently arrived in Alaska to join Mr. Y. who has been here for a year. The two children are attending local schools. One is in elementary school, the other is enrolled in a junior high school. Mr. Y. is employed as a janitor 40 hours a week and does odd jobs approximately 20 hours a week to supplement his income.

The Y.'s have no other relatives in this country.

Mrs. Y.'s spoken English is extremely limited. She does understand more than she can speak. Her reading ability tested out at the first grade level.

1. List five English words that are revelant to Mrs. Y's life.

2. What might be a good topic to use as the basis for dialog for Mrs. Y?

3. What words would be useful for Mrs. Y. to be able to read on sight?

4. What type of writing tasks related to her children's school needs to you think Mrs. Y. would need to be able to perform in English?

5. Which verb tense would be best to begin with in teaching Mrs. Y. English grammer?

6. Would you teach sight words or use phonics to teach Mrs. Y. reading words?

II. True/False

Read each of the following statements and indicate whether you believe it be true or false by placing a T in the blank for TRUE and F in the blank for FALSE.

___ 1. The development of oral language skills should precede the development of reacing skills.

___ 2. When teaching an ESL student English, it is not necessary to speak his/her language.

___ 3. Most ESL students have little trouble adjusting to life in the United States.

___ 4. The teaching of English can only be effective if the tutor uses an ESL textbook.

___ 5. "Kick the bucket" is an idiom.

___ 6. Language experience stories can be purchased from major publishers.

___ 7. The best time to teach a student English is when he/she first arrives in this country.

___ 8. Lessons should be based solely on a student's academic needs.

B. Mrs. S. is a 46 year old Korean. He has been in this country for four years. During that time he has lived in Florida, California, and Illinois. He is employed by a local construction company as a plumber.

His wife and four children arrived in Fairbanks recently from Seoul. The children attend local schools near the apartment complex where the S.'s live.

Mr. S's spoken English is fair. He can make himself understood, but is reluctant to speak. He reads English at about the fifth grade level.

1. How might you motivate Mr. S. to speak English?

2. Mr. S. needs to learn more ways to break large words into manageable parts. What type of structure clue do you think Mr. S. is ready to learn?

3. Mr. S. understands how to conjugate English verbs in the simple present tense and simple past. What verb tense could you teach him next?

4. What types of material does Mr. S. need to be able to read as head of his household?

5. What writing tasks should Mr. S. be able to preform as head of his household?

Form #2

ENGLISH AS A SECOND LANGUAGE WORKSHOP EVALUATION

1. Do you feel more confident about your ability to tutor now that you have completed the workshop? Yes____ No____. Please comment below.

2. What parts of the workshop were the most interesting to you?

3. What parts of the workshop do you think you will draw on most when you begin tutoring? (Which parts do you think are the most practical?)

4. What parts of the workshop do you think could be cut or minimized?

5. What parts of the workshop could be expanded?

6. Is there a topic not covered in this workshop that you would like to learn about?

Form #2

ESL WORKSHOP EVALUATION

1. How has this workshop helped you to feel more prepared to teach ESOL?

2. Which section of the workshop was most helpful?

3. Which section of the workshop was least helpful?

4. Did the foreign language demonstration help clarify the steps in teaching English?

5. Were the sections presented clearly?

6. What suggestions could you make to improve the learning atmosphere of this workshop?

7. What suggestions could you make for improving the pertinence of this workshop?

Form #3

Literacy Council of Alaska

Follow-Up Evaluation
ESL Workshop

For each of the following statements indicate whether you Strongly Agree (SA), Agree (A), are Undecided (U), Disagree (D), or Strongly Disagree (SD) by checking the appropriate box. If you feel the statement does not apply to your situation please check NA (Not Applicable).

	SA	A	U	D	SD	NA	COMMENTS
1. I felt I was more prepared to tutor a student after taking the workshop.							
2. The section on Language and Culture was helpful in understanding what a student might need to learn.							
3. The foreign language demonstrations helped me empathize with a student's situation in this country.							
4. I've used one or more of the oral language techniques with my student.							
5. The work on developing dialog was useful preparation for working with a student.							
6. I think enough information was provided regarding grammar instruction for a student.							
7. Having a case study to refer to during the workshop was worthwhile.							
8. I wish that the workshop had been oriented around one series of published ESOL texts.							
9. The overview of available materials has proven worthwhile.							
10. The diagnosis discussion and handouts gave me a good background for working with my student.							

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31

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	SA	A	U	D	SD	NA	COMMENTS
11. I feel that there was a strong emphasis on student's "life" needs during the training.							
12. The section on reading instruction has been useful in tutoring my student.							
13. I have used the Language Experience approach with my student.							
14. I understand how to teach reading clues using Language Experience.							
15. I wish I had learned more about teaching reading in workshop.							
16. I feel I need more training to effectively tutor my student.							
17. The ABC's of tutoring prepared me for meeting my student.							
18. Working with a case study of "my" future student was useful.							
19. I understand why I was given a pre-and post-inventory of my knowledge.							
20. I understand my relationship with the Literacy Council in regard to my student.							

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**** Do you send in your tutor calendars? Yes No Sometimes?

EVALUATION

If you choose not to use these techniques, you can evaluate your workshop informally through observation.

During the workshop session(s) pay attention to body language, facial expression and the types of questions you are asked. Do your volunteers seem interested? Are they leaning forward during the presentations? Are they participating? Are they asking questions which demonstrate comprehension?

After the workshop, when your volunteers have had an opportunity to work with a student, you'll have several possible indicators of the quality of the training. Do your students demonstrate improved skills? Are they making progress toward their goals? Do your tutors stay involved with your program? Do their calendars or student report forms show that tutors are using ideas and methods presented during the training?

Make notes about each workshop. Compare what was presented and how. If you can identify the successful points of each workshop you can make each workshop even better than the last.

Notes

USING THE INFORMATION

The training information contained here is of four types:

(1) Background, an overview of each topic, provided for your use in preparing a workshop. In most instances the background provides additional information not included in the suggested content presentations.

(2) Methods, including directions and options for using the materials, are briefly outlined. They are intended as teaching suggestions which can be adapted to meet your specific time frame and content emphasis. They are included in the background.

(3) Materials, handouts for volunteers to use during the workshop, for reference or for use with their students; are provided for all topics. They are often the basis for a small group activity, but may be adapted for use by individuals.

(4) Content, the suggested presentations, are also included. The length or comprehensiveness is based on how much of the presentation must be developed for your specific community's and program's situation. These sections are indented.

The decision regarding how to use the information is yours. It is up to you to decide what to present, how to present the chosen content, in what sequence and with what emphasis. That choice will be based on your circumstances. The community is yours and you are best aware of the requirements to function there.

Notes

INTRODUCTION

Notes

Although the workshop has many objectives, the main goal is to train the volunteers to work with students on a one-to-one basis and to be able to make educational judgements regarding that student's needs, based on knowledge about the student. Our goal is that the tutor be able to use and adapt a variety of techniques and materials as needed.

The handouts included in this section can be passed out to participants as you cover each point, or can be part of a packet handed out to volunteers as they register. If they are included in a packet you can call attention to them as you discuss each point. If you plan on handing them out individually, you can ask your participants to predict the information which will be on each handout. Then compare their ideas with those listed. These handouts are:

Position Description
Adult Learner

You may also wish to develop literacy statistics on a one page sheet to hand out at this time.

Illiteracy Statistics

The U.S. Census attempts to determine illiteracy. Often this is done by asking how many years of schooling the respondent has had. If you're interested in comparing past and present literacy figures, the U.S. Census will have that information. However, pay close attention to how literacy was defined. Literacy has been defined in the past as simply the ability to read and write.

You may be able to obtain literacy statistics in your state from the State Department of Education. Research aimed at determining the true nature and extent of illiteracy is ongoing, funded by the Federal government.

> Many studies have been done in this country to determine the extent of our literacy problem. Each study has arrived at a different estimate, but each has established the fact that the need for literacy instruction is far greater than imagined. Some studies say that one in five citizens is illiterate. Others estimate that 23 million adults in our country are in need of basic education. These figures deal only with native-born Americans. Many more adults need instruction in English as a Second Language in order to function effectively in our society.

Volunteer Job Description

The "job description" included here was developed for LCA's purposes. You may wish to design a description which meets the needs of your program. You may have specific sites where you wish tutoring to take place. In cases where college students are tutoring, you may also have additional qualifications.

You probably have many questions about what is expected of you as a volunteer tutor. In order to provide you some information regarding our expectations, we have developed a job description.

As you can tell from the description, you are asked to work at a site which is convenient both for yourself and the student. When we match you with a student we do our best to choose a student who can meet with you in a location which is accessible for both of you. Often you'll be asked to tutor in the student's home.

Many volunteers worry that their education is not adequate for the job. We do not ask that you be a teacher or a college graduate. We'll train you to teach. All you need is an interest and aptitude for working with adults and proficiency in English yourself.

There are certain conditions to your job. We do expect you to meet with your student two hours per week and to tutor for 40 hours after being assigned to a student. You also must complete our training before being matched with at student. After the 40 hours of instruction are completed, you have the option of continuing with your student, taking a different student or taking a break from the program.

As noted in the section on responsibilities, we ask that you prepare lessons based on your student's needs and that you keep us up-to-date on how your sessions are developing. Your tutoring calendar needs to be sent in once a month.

Profile of the Adult Learner

This information is included because it is necessary that the volunteers realize early in the training that they will be teaching an adult. It is important for them to recognize that the adult is taking lessons because he wants to. He is past the age of compulsory education and has specific reasons for continuing his education.

Before we begin this workshop, we'd like to talk about the Adult Learner.

1. Adult learners have many immediate concerns:
In order to keep adults motivated you must address their concerns with an understanding of their responsibilities. Like you, they may have jobs, families, friends and problems to deal with in addition to learning what you're teaching. Be patient. Your students are as busy as you; maybe busier.

2. Many adult learners have a low self concept:
You must do your best to make their learning situation successful. Adults have a higher fear of failure than children. Positive reinforcement is very important with adult

Notes

Your program may require a different time committment from tutors- just make sure they understand what is expected

learners. Remember, you can never give too much praise to an adult.

3. Adult learners have many varied value systems:
It is important to understand that the adult learner has many experiences which will affect his attitude toward the educational options you provide. They may bring with them the values from their native culture and integrate them into American values. Be aware that you may not share the same values as your student.

4. Adult learners may employ a number of defense mechanisms:
Until the adult student becomes more familiar with you, he may try to hide his difficulties. Most have developed a repetoire of methods to achieve this, such as turning the lesson into a social call, saying they forgot their glasses and so can't read. Establishing a trusting relationship with your student takes some time. Be supportive of your student's efforts to learn, however slow or defensive he may be.

5. Adult learners are sensitive to non-verbal communication:
They may judge you by your actions and body language and communicate with you in the same way. Be aware of your own body language and be sensitive to your student's non-verbal messages.

6. Adult learners are adults:
Many adult students have survived with their inability to speak and read English until something forced them to seek a way to improve their skills. They may have raised a family, they probably have a job, and should be treated as equals.

What we want you to be able to do

At this point, let your participants know what your objectives are in training them. You might also give them background on the specific need for volunteers in your community.

At the end of the training we want you to feel comfortable about teaching an adult. We want you to be able to make educational judgements regarding the student's needs, based on what you know about the student and the training you've received.

You will be able to use the techniques we have presented to teach English as a Second Language to an adult. The techniques presented are designed for the tutor with no previous experience. They are easy to learn, pleasurable to use and we find students learn with them. When you are comfortable with these techniques, you may choose to alter them for the needs of your student, or seek more complex teaching methods.

Notes

Your praise must be sincere

Position Description

TITLE: Volunteer Tutor.

JOB SITE: Location convenient to tutor and student.

QUALIFICATIONS:

1) Applicant must demonstrate an interest and aptitude in working with undereducated adults.
2) Applicant must demonstrate proficiency in the basic skills.

SERVICE CONDITIONS:

1) The tutor will provide a minimum of two hours per week of tutorial instruction to the assigned student.
2) The tutor will provide a minimum of 40 hours of tutorial instruction to the assigned student.
3) The tutor will complete the Literacy Council training workshop.

REPORTS TO:

RESPONSIBILITIES:

1) Attend training workshop.
2) Provide a minimum of two hours a week and forty hours total, or tutorial instruction per student.
3) Prepare lessons tailored to the individual student's needs, interests and goals.
4) Prepare lesson plans and keep tutor calendars up to date.
5) Send tutor calendars every month.

THE ADULT LEARNER

1. Adult learners have many immediate concerns.
   - They are part-time learners, with many other responsibilities (home, work, church, and community).
   - They expect relevancy in instruction and immediate application of new skills and concepts.
   - They are goal oriented, with a realistic attitude and practical view of goals.
   - They are highly motivated; they have definite needs to be fulfilled by education.

2. Many adult learners have a low self concept.
   - They may have failed repeatedly in schools, and may be fearful of of a learning situation.
   - They may feel that they can't learn.
   - They may be fearful of competition and evaluation.
   - They may be frustrated, fearful, and unable to cope with many life situations such as helping school-age children, finding and keeping a job, shopping, making major purchases, etc.

3. Adult learners have many varied value systems.
   - They have fairly well-established value systems.
   - They come from a variety of socio-economic and cultural backgrounds.
   - They have a wide variety of experiences, goals, values, and attitudes.

4. Adult learners may employ a number of defense mechanisms.
   - They may have a negative attitude, display aberrant behavior, rationalize, or withdraw.
   - They are often suspicious of others.
   - They use many inventive devices to hide their disabilities.
   - They may compensate for weakness in one area by excelling in another.
   - They usually develop a good memory.

5. Adult learners are sensitive to non-verbal communication.
   - They may be unable to effectively communicate feelings and needs.
   - They often display attitudes and feelings through gestures, shrugs, demeaner, etc.
   - They often judge others by their actions, not by their words.

6. Adult learners are adults.
   - They have adult interests, concerns, and responsibilities.
   - They can learn as well as children, but they may require more time.
   - They may have impaired eyesight and/or hearing, and slower reaction time.
   - They have experience in living, with rich and varied backgrounds, experiences, and abilities.
   - They are volunteers and have sacrificed their time. They do not want it wasted; nor will they tolerate condescension, patronization, or ridicule.

From: Basic Skills Academy Training Manual - Bruce Bennet & Frank J. Cook.

ASSESSING VOLUNTEER BACKGROUND

The pre-inventory is designed to determine what background knowledge the volunteer brings to the training. What kinds of decisions s/he can make about ESL instruction. Included here are sample pre- and post-tests used by the Literacy Council of Alaska when presenting workshops. Most pre- and post-test questions are designed to assess the tutors' comprehension in terms of applying information. It is your choice whether to use these questions or to design your own assessment instrument. The most important consideration when designing your inventory is content validity. Make sure that you test only topics covered on your agenda.

You may wish to use an identical inventory for both pre- and post-testing. In this way you are assured that the same material is being tested before and after the training. It is very difficult to design two tests which measure the same thing. If you are using a different post-inventory, you can hand back the first inventory after it has been corrected. As you go through the workshop, you can refer to the inventory to explain why certain answers were correct and others were not.

The inventories can be a useful learning tool for the volunteers. On the following inventory, the participants can see the difference in answers before and after the workshop because two columns are provided. In this case, the first set of answers are simply a prediction, making the inventory far less threatening to the volunteers. Another benefit to using the pre-inventory as a teaching tool is that it can provide a positive beginning for the workshop. Most volunteers can make sound common sense decisions about teach English as a Second Language before the training. It is important that the volunteer understand that she is working from a position of strength as the training continues. The workshop presents a great deal of new content for assimiliation in a short time. If the volunteer understands that she already has a good start, she is less likely to become discouraged by the inundation of information.

As mentioned in the evaluation section, the pre- and post-inventories are one objective evaluation of how well you are teaching the content.

The scores on these inventories can also assist you in grouping tutors for later activities. This will help you to determine which volunteers may need more support during the training. Based on the results of the inventory you may decide to change the pace of the workshop. Some groups will need more review and application activities than others. With some groups you may be able to proceed more quickly and have extra time for sharing and discussion.

If you decide to use an instrument such as this to assess volunteer background, remember to allow as much time as needed -- usually 15 to 20 minutes. Make sure you and the other trainers keep conversation to a minimum. Your participants will be concentrating and will need quiet.

LCA introduces the inventory to the participants as follows:

> In all good teaching it is important to know what your student's strengths and weaknesses are. We need to find out what you already know about English as a Second Language so that we can better focus

and evaluate our instruction. We will be handing out a pre-inventory which is designed to help us do that. We realize that you are here to learn about the teaching of English and if you had all the answers you wouldn't need this workshop. This is actually an evaluation of our training skills. You will be asked to complete another inventory at the end of the workshop. We'll compare these to determine how well we did our job and to improve future workshops.

Name _____

Date _____

English as a Second Language (ESL)
Pre- and Post-Inventory

Multiple Choice

1. Literacy Council of Alaska volunteers:

Pre		Post
A.	are certified teachers.	A.
B.	are fluent in English.	B.
C.	must have unlimited time for teaching.	C.
D.	Both B and C.	D.
E.	all of the above.	

2. Effective dialogs:

Pre		Post
A.	are realistic and relevant.	A.
B.	demonstrate grammar and usage.	B.
C.	utilize known vocabulary.	C.
D.	stimulate further conversation.	D.
E.	all of the above.	E.

3. A diligent student who is chronically 15 minutes late:

Pre		Post
A.	may be ill-mannered.	A.
B.	doesn't like English class.	B.
C.	might be displaying a cultural difference.	C.
D.	is none of the above.	D.
E.	is all of the above.	E.

4. Appropriate activities to teach ESL include:

Pre		Post
A.	body language.	A.
B.	textbooks.	B.
C.	field trips.	C.
D.	taking an exercise class together.	D.
E.	all of the above.	E.

5. Adult students AND tutors:

Pre		Post
A.	learn through peer exchange.	A.
B.	have varies value systems.	B.
C.	have other responsibilties.	C.
D.	are sensitive to non-verbal communication.	D.
E.	all of the above.	E.

True or False

Respond to the following statements with T or F in the blanks provided.

	Pre	Post
1. Lesson objectives should be based on student's strengths.	___	___
2. When teaching an ESL student English, it is not necessary to speak his/her language.	___	___
3. Most ESL students have trouble adjusting to life in the United States.	___	___
4. The teaching of English can only be effective if the tutors uses an ESL textbook.	___	___
5. "Raining cats and dogs" is an idiom.	___	___
6. Language experience stories can be purchased from major publishers.	___	___
7. The best time to teach a student English is when he/she first arrives in this country.	___	___
8. Lessons should be based solely on a student's academic needs.	___	___
9. An ESL student must be fluent in spoken English before reading lessons are begun.	___	___

ESL Inventory

Read the case study below, then answer each question based upon what you know abou the student.

Mrs. Y is a 36 year old Oriental women. She and her children recently arrived in Alaska to join Mr. Y, who has been here for a year. The two children are attending local schools. One is in elementary school, the other is enrolled in a junior high school. Mr. Y is employed as a janitor 40 hours a week and does odd jobs approximately 20 hours a week to supplement his income. Mrs.Y's spoken English is extremely limited. Her ESLOA score is level 2, though she does understand more than she can speak. She is unable to complete the reading tests due to her limited basic reading skills.

Open Response

Pre- and post-inventory answers should be written in the designated area.

1. Five works that are revelant to Mrs. Y's life that she should know are:

Pre	Post
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

2. What might be a good topic to use as the basis for a dialog for Mrs. Y?

Pre post

3. What words would be useful sight words for Mrs. Y?

Pre Post

4. What written English tasks might Mrs. Y use in dealing with her children's school needs?

Pre Post

5. Which verb tense would be best to begin with in teaching Mrs. Y. English grammar?

Pre Post

6. What tools would you use to teach Mrs. Y reading words?

Pre Post

Orientation

Two handouts are included:

WARM-UP ACTIVITY
BAQOGELM LUISLAB UK EBPZE (Literacy Council of Alaska)

At LCA we rely upon the two activities included here. These activities have two purposes:

-to provide an opportunity for tutors to become better acquainted with one another

-to demonstrate the difficulties students have encountered or are currently dealing with

The discussion held after the volunteers complete these tasks are important for setting the perspective in regard to student needs. You may decide to use the WARM-UP ACTIVITY as orientation for the Langauge and Culture section. The BAQOGELM LUISLAB UK EBEPZE is a good orientation for the reading section or for the entire workshop. The choice of when and how to use these is yours.

WARM-UP ACTIVITY

Now we are going to ask you to complete a task. You simply have to introduce yourself to as many other people in this room as possible. After you've introduced yourself, ask each person you meet to tell you what their favorite food is. However, there are a few rules you must follow. The rules are listed at the top of the sheet. Let's go over those together.

WARM-UP ACTIVITY

1) All you may say in English is your own name.

2) You will meet one another, introduce yourself, shake hands and discover what the other's favorite food is. Again you may say only your own name in English.

3) When you get the information listed in Number 2, record it below. Your goal is to meet as many people as possible and list their name and favorite food.

4) You may not look another person directly in the eyes.

Any questions?

Following the activity some of the questions you will want to raise are:

Did you have any problems?
What were they?

Notes

Was it difficult not to look the other person in the eye?
What did you have to do to get and give the answers?

Many of these difficulties are faced by your students. They are in a new culture where standards of behavior are different. They must learn a new language at the same time they are learning behavior appropriate to living in our culture. They often have to pantomime, write and draw to make themselves understood. It is not easy. They often feel just as foolish as you did when you began this exercise. And you knew what others were trying to ask you.

BAQOGELM LUISLAB UK EBPZE

Before we begin, we'd like to ask you to complete the registration form which is being passed out to you now. It is a simple form and shouldn't take you too long to fill in. When you've finished with it, we will begin discussing how to teach reading to an ESL student.

Following the activity, some of the questions you will want to raise are:

Did you have any problems?
How did you solve them?
Was this a difficult task?
What clues did you have to help you figure it out?

Your ESL student may be bacing these difficulties and more. You knew to read from the left to the right. You recognized the alphabet we were using. You also knew that you were filling in a "registration form". You had some idea of the information you'd be requested to provide. Your student has few of these clues.

Notes

WARM-UP ACTIVITY

1) ALL YOU MAY SAY IN ENGLISH IS YOUR OWN NAME.

2) YOU WILL MEET ONE ANOTHER, INTRODUCE YOURSELF, SHAKE HANDS AND DISCOVER WHAT THE OTHER'S FAVORITE FOOD IS. AGAIN, YOU MAY SAY ONLY YOUR OWN NAME IN ENGLISH.

3) WHEN YOU GET THE INFORMATION LISTED IN NUMBER 2, RECORD IT BELOW. YOUR GOAL IS TO MEET AS MANY PEOPLE AS POSSIBLE AND LIST THEIR NAME AND FAVORITE FOOD.

4) YOU MAY NOT LOOK ANOTHER PERSON DIRECTLY IN THE EYES.

NAME	FAVORITE FOOD

From: BASIC SKILLS ACADEMY TRAINING MANUAL - Bruce Bennett and Frank J. Cook

BAQOGELM LUISLAB UK EBEPZE

SECO_____ _____
BEPQ KAGPQ

PQGOOV EJJGOPP _____

CEAB EJJGOPP_____

ENO_____ ULLIDEQAUS_____

DVUGO SUCROG_____ _____
VUCO WUGZ

CEGAQEB PQEQIP_____

LITERACY COUNCIL OF ALASKA

Name _____ _____
Last First

Street Address _____

Mail Address _____

Age _____ Occupation _____

Phone Number _____ _____
home work

Marital Status _____

CODE

A=I	K=F	U=O
B=L	L=C	V=T
C=M	M=Y	W=W
D=P	N=G	X=Z
E=A	O=E	Y=Q
F=X	P=S	Z=K
G=R	Q=T	
H=V	R=B	
I=U	S=N	
J=D	T=Q	

ESL/1. DEFINITIONS

Notes

There are no handouts for this information. You may choose to lecture, by defining each term for the participants.Two other methods are:

Discuss: write the terms on the board, one at a time. Ask the volunteers for definitions as a group. List some of the key (or repeated) words used. After listing, summarize the responses using participant language as much as possible.

Group: Place the volunteers into groups of 3 to 5. Ask each group to develop a definition of the terms. Each group shares their definition with the rest of the participants. After this exercise, if you feel clarification is needed, you can read the definitions included here.

> LITERACY can be defined in many ways, basically we want you to think of it in terms of your students' needs and real life problems. These problems require skills in speaking, listening, reading, writing and computation in order to be solved. In order to survive in our society which emphasizes literacy, a level of competency in these skills is needed.
>
> Literacy is the ability to listen, speak, read, write, and compute in order to solve problems encountered in everyday living and to meet everyday needs.

ESL will be used throughout this manual and the workshop in reference to English for Speakers of Other Languages. There are others which convey the same meaning: TESOL, TESL, ESOL - but ESL will be used exclusively in these materials.

> ESL stands for English as a Second Language. This term will be used throughout the workshop.
>
> TEACHING is a one-to-one situation which requires empathy with your student. It also requires knowing enough about your student to anticipate her needs, the problems which may interfere with lessons, and how much work you can expect her to do outside of the tutoring situation. It is not enough to build for success during the lesson, the teacher needs to provide the student with the information and skills which will enable the student to deal with situations which arise outside of the academic setting.
>
> Teaching is providing for learning through the use of appropriate activities and materials based on the knowledge of the adult learner's needs and abilities. Teachers should also try to prepare their student to continue their own learning after they've graduated or left the program they're currently enrolled in.

ESL/2. LANGUAGE AND CULTURE

Notes

One of the most important considerations in teaching English as a Second Language is culture. Three handouts are included for use with this topic. They are:

(1) Tests of Appropriate Personal Behavior
(2) Critical Incidents
(3) Differences in Conversational Discourse Systems

Culture can be defined as a system of standards for perceiving, believing, evaluating and acting. The words and patterns of a language often determine the way people talk about their experiences.

Language is a central feature of culture and can be defined as a system of verbal and written communication comprised of rules and labels for dealing with the world.

The elements of language include phonology (sounds), morphology (word structure), syntax (grammar) and semantics (meaning). The study of language and culture is called Ethnolinguistics. Ethnolinguists are not only concerned with what is said and what purpose is served in a culture's activity, but also with the manner in which something is communicated, be it verbal or non-verbal.

There are many theories on whether culture influences language or vice versa. It is probably an interdependent relationship. It is interesting to note the changes in our language brought about by various social and political movements and the changes in our culture wrought by the changing meaning of words.

A definition of culture is all the systems, tools and techniques which make up a way of life and influence peoples' attitudes and behaviors. Language is a key component of culture because it is one of the primary means of passing culture on. Language is a system of verbal communication; it provides a basis for labeling things in the world. Language also illustrates aspects of a culture.

For example: The English language has few words for snow: snow, slush, ice, flurries. The Yupik and Inupiaq Eskimo languages have over 100 words for snow.

It seems that snow is much more important in the lives and culture of Eskimo than most other Americans.

Keep in mind that when you teach English as a Second Language you're not only teaching a new set of labels such as chair, table, pencil instead of silla, mesa and lapiz; you're also teaching a set of culturally different patterns of perception and communication. You're teaching new words and the subtleties in meaning of those words. You are in fact, teaching a different culture.

Notes

Another example is the inference many students make when they learn the different tenses in English and their differences in meaning. Many students have complained that Western culture is too preoccupied with time and don't understand why Americans spend so much time talking about what they are going to do in the future. Some other cultures see this as self-centered and irrelevant, especially when the culture's concept of time is circular rather than linear, and when there are fewer tenses in the native language than in English.

Language Learning: No one really knows how language learning takes place. There are different theories based on research by linguists and psycholinguists. Usually there is a particular theory in vogue at any given time.

One theory proposed makes a distinction between "language learning" and "language acquisition". "Language acquisition" is largely unconscious and mostly affected by a student's motivation. Learning a language usually seems easier if we are immersed in the culture of the foreign country and want to be there. There is a theory of language learning that is dependent on the acculturation process. Since we are teaching English in the United States, it is important to examine this four-part theory.

There is a hypothesis of Language Learning that is divided into four parts. Think of an Indo-Chinese refugee who just arrived in the United States. First he feels excitement and euphoria; he just left a frightening political situation and is about to begin a new life in America. He believes the United States is truly the land of opportunity.

But next, culture shock sets in. This Indochinese is in a large city and he doesn't understand a word of English. He lived in the hill of Viet Nam and has no knowledge of electric appliances or refrigeration. Barter was common in his village and he doesn't know what money if for. He realizes that it's far more difficult than he originally thought it would be to fit into American life. In addition, he may feel terrific guilt at leaving his homeland and family. He can never go back to Viet Nam. He may become extremely depressed.

The third part is culture stress. Here, the refugee begins to do small things to learn to survive in the United States. He's willing to begin to cope with the new environment. This third stage is believed to be the best time to begin language learning. The pressure on him is neither excessive or slight. He begins to have small successes in his new life.

The fourth state is acceptance and adaptation to the new country. The refugee is able to cope with his life needs, and though he is struggling, feels comfortable with his life and is willing to work to overcome language and cultural barriers.

Notes

For ESL teachers, it's very helpful to ease the student into awareness of the new culture while at the same time developing a sensitivity to the student's native culture. We want to understand what problems they face in a new culture and put them at ease so they will be receptive to our teaching. One way to do this is by contrasting and comparing the students' cultures with ours.

It is possible to be "bi-cultural". One does not have to give up the native culture in a foreign country, but rather pick and choose what is appropriate in the different cultural situations. If you teach your student American cultural rules, they carry no approval or endorsement. You are merely teaching how to get around in another culture. With this knowledge, culture shock is reduced.

Examples: The Civil Rights movement tried to eliminate the word "colored" and substitute "Black" as a more respectul adjective. It would be considered offensive to use the word "colored" as a description. "Colored" has a negative connotation.

The feminist movement has reclaimed the word "woman" as a positive one, rather than lady or girl. A woman is now defined as an adult female rather than an old female or a female whose reputation is questionable. Here, the attitude of a society changed toward the meaning of a word because the consciousness of women changed.

Remember too, that it's possible to be "bi-cultural" and chances are that you student will retain those aspects of his native culture that are pleasing to him or which blend with American society. He also will not always aquiesce to American behavior. He might accept some attitudes and reject others. Cultural behavior changes proceed much more slowly than language learning. Just because the student's English skills are good, it does not mean she has no difficulties with acculaturation.

For example: A Chinese student will retain the custom of not wearing shoes in her home and insist that all guests do the same. She will ask to be called by her surname while feeling comfortable calling Americans by their first names.

It's important to be sensitive to the nuances of language and culture in order to make language learning pleasurable and informative for both you and your student.

Behaviour is also an important part of culture. Remember that there is one set of behavior patterns that are absolutely right or wrong. Some behavior is inappropriate for a given situation of a given culture. Your student will also be learning a new set of behaviour patterns to accompany the new language and life. To illustrate the varieties of acceptable actions in different cultures we'll look at a handout on "Test of Appropriate Behavior."

ESL/2. LANGUAGE AND CULTURE: Test of Appropriate Behavior

When discussing the following handouts on language and culture with your group, try to elicit situations from the participants when they have been in different cultural or linguistic environments. Also discuss situations in the United States where they have witnessed a foreigner have difficulty with American cultural rules.

Read each situation aloud and ask the group for the correct answer. Stress that one answer is appropriate for American culture, but the others are correct for other cultures, though they may be considered odd or even shocking to us.

1. When engaging in casual conversation with another person...
   a) Standing 2 to 4 feet from another is appropriate distance for Americans. We have a wide border for personal space.
   b) Standing closely together and breathing on one another's face is considered friendly and trusting in middle eastern countries. If you stood farther away it might be construed as an insult.

2. After working all day at your job...
   a) Staying with your co-workers and socializing by playing ball is expected and enjoyed in Japan. Here the group is more important than the individual.
   b) Individualism and free choice are valued in the United States, so spending time the way one wishes is important here. Some people do socialize with co-workers and do play on ball teams, but not to the extent that it's done in Japan. And again, those who play ball on office teams in America do so out of choice rather than corporate obligation.

3. Two men holding hands in public...
   a) Is still unacceptable behavior in most United States cities, except, perhaps, San Francisco.
   b) Is usual behavior in Indo-Chinese countries. There, members of the same sex publically display affection. It is taboo to mingle with members of the opposite sex in public. Consequently, Indo-Chinese in the United States do experience a good deal of cultural confusion if they choose to retain this custom here. Because, Americans are likely to misinterpret the behavior.

4. When asked a question...
   a) Evading a direct answer is the Japanese style of answering. In addition, Japanese patterns of discourse are circular which complicates their answers even in English. They feel it's impolite to be forthright. In American this might be seen as being unsure.
   b) Usually frankness is acceptable in American culture. Some Japanese might consider our honesty and directness to be aggressive and insulting.

Notes

This explanation is for your use- the handout follows (p.49)

Notes

5. If you were in agreement with another person...
   a) In America and most western countries a nod of the head means yes. However, in some cultures it means no.
   b) Raising your eyebrows is the Eskimo way of saying yes.

6. A person receiving a commendation for excellent personal performance...
   a) A good feeling and continued motivation is the American response to being singled out. We value individual behavior.
   b) However in Japan, standing out and being different from others is a way of being criticized and ostracized from the group. It's devaluing not to be allowed to be part of the group.

TEST OF APPROPRIATE PERSONAL BEHAVIOR

The following exercise is designed to test your knowledge of the right way to interact with other people. Please circle A or B, whichever answer describes the appropriate behavior in the situation outlined.

1. When engaging in casual conversation with another person...

   A. You should stand two to four feet from the other person.
   B. You should stand very close, within a foot; and as you talk, you should purposefully breathe in the other person's face.

2. After working all day at your job...

   A. You should stay and socialize with your co-workers--playing together on a ball team, for example - and plan to leave for home at about seven or eight.
   B. You should go home to your family or spend the time in any way you wish.

3. Two men holding hands in public...
   A. is unacceptable behavior.
   B. is appropriate behavior.

4. When asked a question...
   A. You should evade a direct and forthright answer, skirting the subject, leading up to it gradually and indirectly.
   B. You should answer in a direct and forthright manner, being unafraid to say what you believe.

5. If you were in agreement with another person...
   A. You would nod your head up and down
   B. You would raise your eyebrows.

6. A person receiving a commendation for excellent personal performance...

   A. Should feel complimented and motivated to continue excelling.
   B. Should feel offended and ostracized from his group.

This material is reproduced from Intercultural Communicating, Brigham Young University Language Research Center, 1976.

ESL/2. LANGUAGE AND CULTURE: Critical Incidents

These are two real situations. They are left open-ended to generate discussion.

If you have a large group, split up participants and have them discuss the questions connected with the two incidents. Regroup and share responses.

A. Why might the guest have refrained from talking?

Politeness, quietness is respected in Vietnamese culture. Also, the guest realized his sponsor was trying to help but felt the actions out of order. This might have contributed to his being quiet. Discuss all possibilities. Don't discount any answer.

What might have contributed to the guest's impression of the host's "bad" behavior?

One action is patting on the head. The head is a sacred area for Indo-Chinese. It was supremely insulting to be touched there. In addition, Indo-Chinese do not touch members of the opposite sex in public. To do so is considered a blatant sexual message.

B. Why did the students answer incorrectly at first?

They didn't answer incorrectly, Rice and chicken is what they eat for breakfast. What the students are learning is how to satisfy the teacher.

C. Why did the students laugh?

When Indo-Chinese are embarrassed they laugh. The laughter could also be a nervous reaction stemming from the teacher's anger.

D. Do you think the students now understand?

They understand that the teacher is more interested in American than Hmong breakfasts. They also may infer that American breakfasts are better than Hmong breakfasts. Also, because they are very respectful of authority, they gave the instructor the answer she wanted, though they knew it was a wrong answer for them.

Notes

This explanation is for your use- the handout follows (p. 51)

CRITICAL INCIDENTS

A critical incident is a description of a situation between people of different cultural backgrounds. It is purposely left open-ended to promote disucssion about the reasons behind the incident. As discussion takes place, it is important to eliminate throught patterns leading to judgemental conclusions (right/wrong or good/bad).

1. A newly arrived family from Vietnam was greeted heartily by their American sponsor who exclaimed, "We're glad you're here! Welcome to our city!"

   "I thank you," the man responded.

   "Well, we'll have dinner at our house shortly," said the host, and patting the man's small son on the head, "What a fine child, a beautiful baby! Well, let's go!" And he put his arm around the wife.

   Later, the host remarked privately, "He certainly has clammed up-- hardly said a word.

   Later, the guest remarked privately, "He was trying to be kind--but his actions were not good."

   a. Why might the guest have refrained from talking?

   b. What might have contributed to the guest's impression of the host's "bad" behavior?

2. During a class on foods, the teacher explains the concepts of breakfast, lunch and dinner. She then asks a Hmong student what he eats for breakfast. When the student replies "rice and vegetables" she knows that he hasn't understood the conept. She uses a clock to indicate breakfast and asks another student the same question. When the answer of "rice and chicken" is given, she becomes frustrated that the students do not understand. As she expresses her frustration in an angry tone, the class begins to laugh. She then lists all of the breakfast foods (e.g., eggs, bacon, cereal) on the board. Third and fourth attempts elicit correct responses and the teacher is satisfied that the students understand.

   "Do you understand?" she asks.

   "Yes," they all respond.

   a. Why did the students answer incorrectly at first?

   b. Why did the students laugh?

   c. Do you othink the students now understand?

Developed by Cynthia Wallace, Moscow, Idaho.

ESL/2. LANGUAGE AND CULTURE: "Differences in Conversational Discourse Systems"

Ron and Suzanne Scollon work at the University of Alaska-Fairbanks in Linguistics and Cross-Cultural Studies. They developed this list to sensitize us to cultural differences and problems between Athabaskan and English speakers. Your participants may read over the list to discuss how stereotypes of ethnic minorities and foreigners can cause misunderstanding.

If you are training your tutors to work with a particular ethnic group,you might develop your own critical incidents pertinent to that group.

> What happens when an Athabaskan is interviewed for a job by an English speaker? Do you think the Athabaskan will do well in the interview by white standards? Since in the Athabaskan culture it is natural to play down one's abilities, the interviewer may not get a clear picture of what the applicant can do. It may be hard to start and maintain a conversation with the applicant. In many native cultures it is impolite to say goodbye after a conversation. How might this be seen by the interviewer?

Notes

Present this content after passing out the handout which follows (p. 53)

Scollon and Scollon:
"Differences in Conversational Discourse Systems"

What's confusing to English speakers about Athabaskans

They do not speak.
They keep silent.
They avoid situation of talking.

They only want to talk to close acquaintances.
They play down their own abilities.
They act as if they expect things to be given to them.
They deny planning.

They avoid direct questions.
They never start a conversation.
They talk off the topic.

They never say anything about themselves.
They are slow to take a turn in talking.
They ask questions in unusual places.

They talk with a flat tone of voice.
They are too direct, inexplicit.

They don't make sense.
They just leave without saying anything.

What's confusing to Athabaskans about English speakers

They talk too much.
They always talk first.
They talk to strangers or people they don't know.
They think they can predict the future.
They brag about themselves.
They don't help people even when they can.
They always talk about what's going to happen later.
They ask too many questions.
They always interrupt.
They only talk about what they are interested in.
They don't give others a chance to talk.

They are always getting excited when they talk.

They aren't careful when they talk about things or people.

ESL/3. ESL ORAL LANGUAGE TECHNIQUES: Vocabulary

It is assumed that you or your tutors will be speaking only English with the students. In order to establish as clear a meaning as possible when teaching vocabulary it is best to use visual aids to present vocabulary in context. Vocabulary should be used in a sentence which gives clues to the meaning. Begin with concrete and build toward abstract vocabulary.

What your tutors or your staff will need to determine is what vocabulary your students have, what they need and in what order it should be taught. This is discussed in the Diagnosis section. At this point you're simply demonstrating how to teach vocabulary items.

Before discussing the steps in teaching vocabulary, a vocabulary demonstration can be presented. You must be able to convince the tutor that these techniques will work. The foreign language demonstration is an opportunity to instill confidence and to excite the volunteers about learning. One is included on tape for your use in preparing for the workshop. If you do not feel comfortable in presenting this demonstration in Turkish, you can develop your own, based on this model, in a language with which you are more comfortable. VISUAL AIDS are included to accompany your presentation if you use this script.

The handouts included with this topic are:

(1) assorted visual aids for your use in the foreign language demonstration
(2) a collection of the visual aids on one sheet for volunteers to use as they practice
(3) a list of the steps for teaching vocabulary with a Turkish example and English translation.

The vocabulary demonstration is on the following pages.

After the demonstration, ask the volunteers if they can tell you (a) what vocabulary they were taught, and (b) what steps were used in the teaching. You will also want to discuss the comprehension aids you used. (These are consistent hand signals to indicate listening and repeating: intonation; visual aids; and none or limited use of the foreign language in directions.)

English vocabulary is one of the major areas that ESL students will need to build. How many new vocabulary items should be introduced in any lesson depends on the student's skills and opportunities for practice between lessons.

OVERVIEW OF STEPS USED

1. Model/Repetition/Response

a. Model: The tutor models the new word in a complete sentence. The student listens. The sentence should be modeled two or three times.

Notes

Present the foreign language demonstration before discussing why & how it works

Notes

The student has to be able to hear these new sounds before she can attempt to reproduce them. This part of the technique can be considered an opportunity for your student to increase her listening skills.

b. Model/Repeat: The tutor models the new word in a sentence and motions for the student to repeat. It may be necessary to prompt the student with the correct response.

After hearing the complete sentence modeled a few times, the student is asked to try to reproduce the sounds.

c. Ask Question/Model Answer: You are creating a mini-situation for the student. You are placing the previously taught answer in context. By asking the question, you introduce a new vocabulary and a structure which is repeated over and over again.

The tutor asks a question for which the modeled sentence is the answer. The tutor then models the answer while the student listens. Usually the question and the answer are modeled once. The student only listens.

d. Ask Question/Signal Student to Answer: This step contains a built-in comprehension check, the student is not repeating. She is responding to a question using a complete sentence with the new word in it.

The final step is to repeat the question and motion for the student to respond with the answer. The student should not repeat the question.

If the student does not seem to understand what his response should be, there are two methods of prompting. The first is to model the question and the answer, then returning to the final step. The other method of prompting is to say the answer, then repeat the question.

e. Review: The review refreshes the student's memory and gives her more practice in reproducing the language.

After the first word is taught, and as you teach more vocabulary items, it is necessary to review the words by asking the question, showing the item or a picture of the item, and motioning for the student to respond.

Overview of Comprehension Aides

1. Hand Signals: Hand signals are a means of communicating with and directing the student non-verbally. Hand signals must be clear, consistent and formalized.

Notes

Hand signals are one means of communicating with the student. They should be clear, consistent and formalized. We'll discuss three kinds.

a. Listen: Cup the hand behind the ear, palm facing outward.

b. Repeat: Fingers of the hand are together, palm out toward the students or class as if you were begging or asking for a tip. Draw the palm up toward your shoulder, bending from the elbow.

c. Stop: The arm is extended, straight from the shoulder, palm facing the student, fingers together.

As you develop your relationship with your student, the formalized hand gestures will more nearly approach your normal style of expressing yourself with your hands while speaking.

Because of the cultural differences and the possibility of offending your student, it is recommended that the fingers of the hand be kept together, forming a mitt for the gesture outlined in the Content section.

2. Visual Aids: These are very helpful in establishing meaning and can include anything from the object itself to simple line drawings. This includes pictures from magazines or catalogs and especially photographs clipped from magazines such as GEO or National Geographic. Even personal photos or photo albumns are useful in some lessons. Make sure you prepare your visual aids in advance.

Visual aids are a very important part of the tutor's bag of tricks. They can include anything from the object itself, or pictures of the object, to the simplest line drawings. It is best to prepare visual aids in advance. Don't leave it to chance that you will be able to lay your hands on them during the lesson. Visual aids are invaluable for focusing the lesson, developing new language skills and providing for review.

3. Intonation: Speak to your student in your natural tone of voice. You do not need to speak loudly or too slowly. Use natural intonation.

It's important to use appropriate intonation when modeling English for the student. When modeling a question, it should carry the intonation of a question. Do not overenunciate, but do enunciate in a clear and natural manner. Speak at a normal pace. That is how the student will hear English spoken.

Notes

4. Use Minimal English: Remember that the student is learning English. Therefore the student should do most of the talking. The English used in giving directions should be kept to a minimum. As students learn more English, the tutor can speak more English apart from the specific vocabulary or structure that is being taught.

> Keep your use of superfluous English limited with the beginning student. Too much English will only confuse her. It may be frustrating not to be able to talk to your student, but as she learns more and more English you will be able to. At the beginning though, do not use excessive English. It won't be understood.

After this discussion, hand out vocabulary in Turkish or in English for the volunteers to teach to a partner. We have found that volunteers are far more comfortable in teaching English and will concentrate more on the steps involved. When teaching in an unfamiliar foreign language, the volunteer tends to concentrate on correct pronunciation. However, teaching the vocabulary in a foreign language is a more meaningful teaching experience because it more closely approximates the actual tutoring situation. The difficulty will be keeping the volunteers focused on the steps used in teaching.

We suggest that the tutors teach the vocabulary in a foreign language first, and as a review of the steps, teach the same vocabulary in English. As some participants are more comfortable practicing the steps in English, both are included on the following handout.

Vocabulary Demonstration

T:	Gun aydin, beyler ve hanimlar. Simdi biraz Turkce konusacagiz.	Good morning, ladies and gentlemen. Now we're going to speak a little Turkish.
	Dinlean.	Listen.
	Yeni Kelimeler.	Vocabulary.
	Bu lokanta dir.	This is a restaurant.
	Bu lokanta dir.	This is a restaurant.
S:	Bu lokanta dir.	This is a restaurant.
I:	Bu nedir?	What's this?
	Bu lokanta dir.	This is a restaurant.
	Bu nedir?	What's this?
S:	Bu lokanta dir.	This is a restaurant.
T:	Bu bira dir.	This is beer.
	Bu bira dir.	This is beer.
S:	Bu bira dir.	This is beer.
T:	Bu nedir?	What's this?
	Bu bira dir.	This is beer.
	Bu nedir?	What's this?
S:	Bu bira dir.	This is a restaurant.
I:	Bu nedir?	What's this?
S:	Bu lokanta dir.	This is beer.
T:	Bu nedir?	What's this?
S:	Bu bira dir.	This is beer.
T:	Bu meysu dir.	This is fruit juice.
	Bu meysu dir.	This is fruit juice.
S:	Bu meysu dir.	This is fruit juice.

Vocabulary Demonstration (continued)

T:	Bu salata dir.	This is salad.
	Bu salata dir.	This is salad.
S:	Bu salata dir.	This is salad.
T:	Bu nedir?	What's this?
	Bu salata dir.	This is salad.
	Bu nedir?	What's this?
S:	Bu salata dir.	This is salad.
T:	Bu nedir?	What's this?
S:	Bu lokanta dir.	This is a restaurant.
T:	Bu nedir?	What's this?
S:	Bu bira dir.	This is beer.
T:	Bu nedir?	What's this?
S:	Bu meysu dir.	This is fruit juice.
T:	Bu nedir?	What's this?
S:	Bu sarap tir.	This is wine.
T:	Bu nedir?	What's this?
S:	Bu salata dir.	This is salad.
T:	Bu balik izgara dir.	This is grilled fish.
	Bu balik izgara dir.	This is grilled fish.
S:	Bu balik izgara dir.	This is grilled fish.
T:	Bu nedir?	What's this?
	Bu balik izgara dir.	This is grilled fish.
	Bu nedir?	What's this?
S:	Bu balik izgara dir.	This is grilled fish.
T:	Bu nedir?	What's this?
S:	Bu lokanta dir.	This is a restaurant.
T:	Bu nedir?	What's this?
S:	Bu bira dir.	This is beer.
T:	Bu nedir?	What's this?
S:	Bu meysu dir.	This is fruit juice.
T:	Bu nedir?	What's this?
S:	Bu sarap tir.	This is wine.
T:	Bu nedir?	What's this?
S:	Bu salata dir.	This is salad.
T:	Bu nedir?	What's this?
S:	Bu balik izgara dir.	This is grilled fish.

Vocabulary Demonstration (continued)

T:	Bu nedir?	What's this?
S:	Bu lokanta dir.	This is a restaurant.
T:	Bu nedir?	What's this?
S:	Bu bira dir.	This is beer.
T:	Bu nedir?	What's this?
S:	Bu meysu dir.	This is fruit juice.
T:	Bu sarap tir.	This is wine.
	Bu sarap tir.	This is wine.
S:	Bu sarap tir.	This is wine.
T:	Bu nedir?	What's this?
	Bu sarap tir.	This is wine.
	Bu nedir?	What's this?
S:	Bu sarap tir.	This is wine.
T:	Bu nedir?	What's this?
S:	Bu lokanta dir.	This is a restaurant.
T:	Bu nedir?	What's this?
S:	Bu bira dir.	This is beer.
T:	Bu nedir?	What's this?
S:	Bu meysu dir.	This is fruit juice.
T:	Bu nedir?	What's this?
S:	Bu sarap tir.	This is wine.

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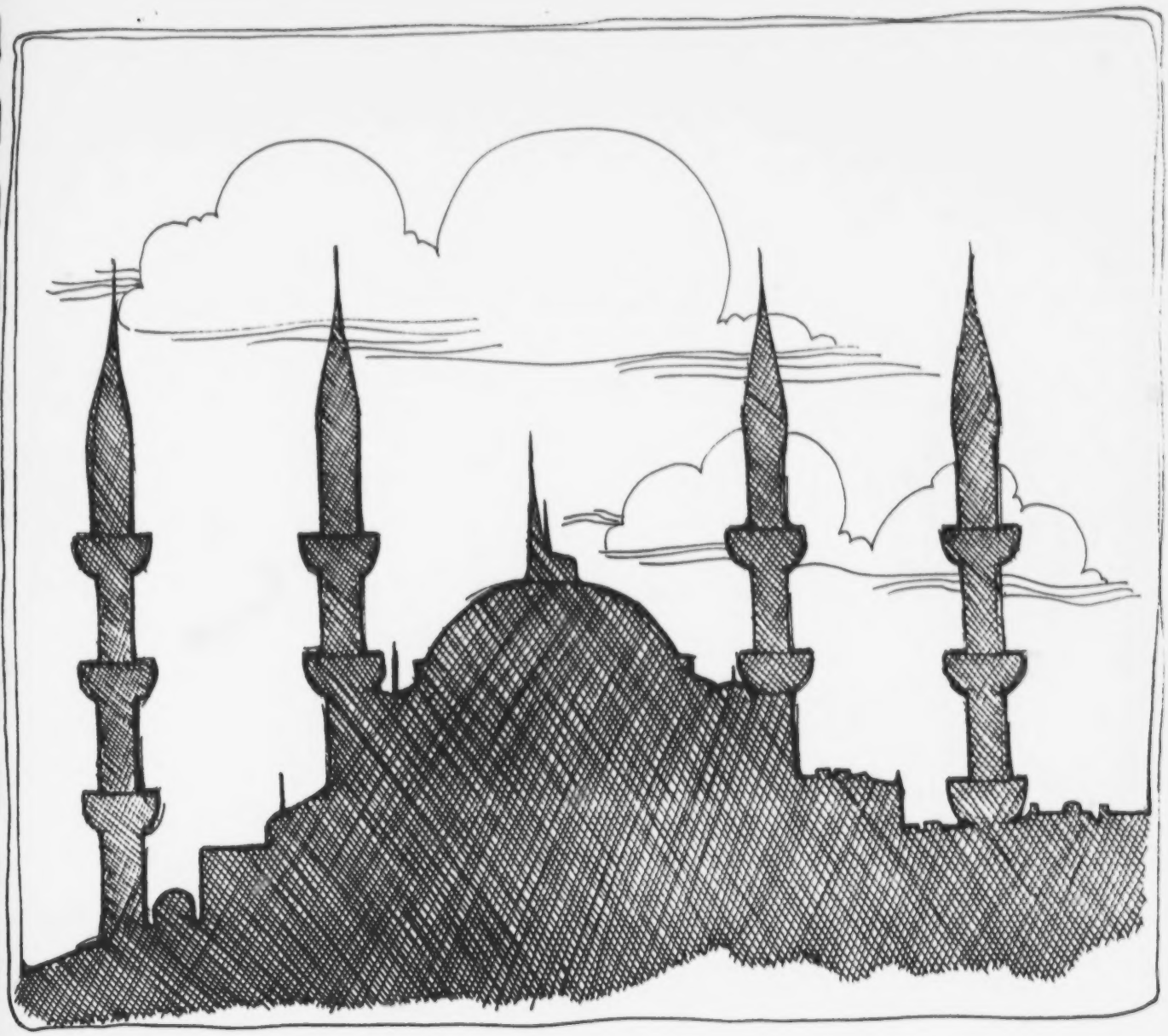

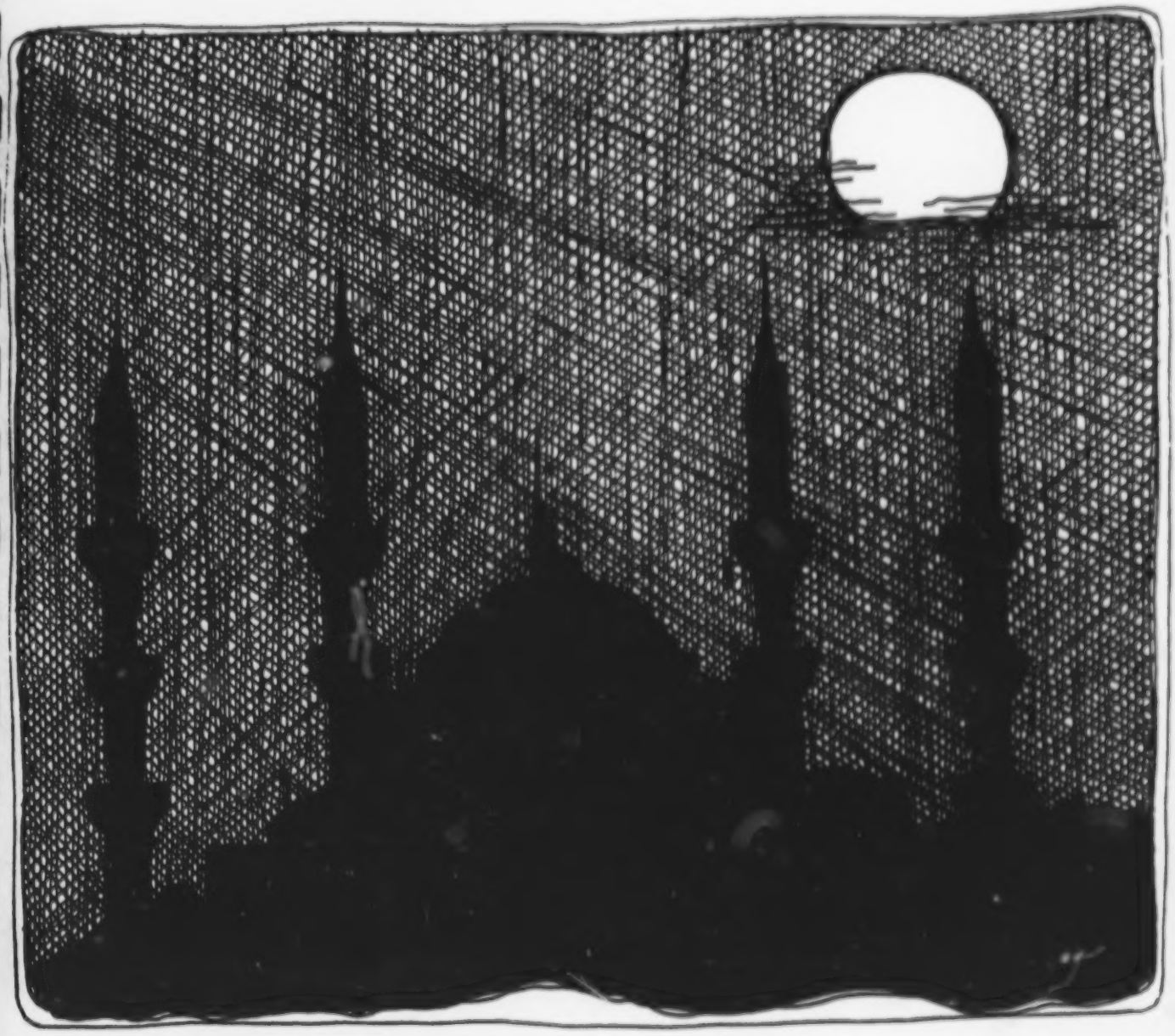

fruit
juice

1976
California
Red
WINE

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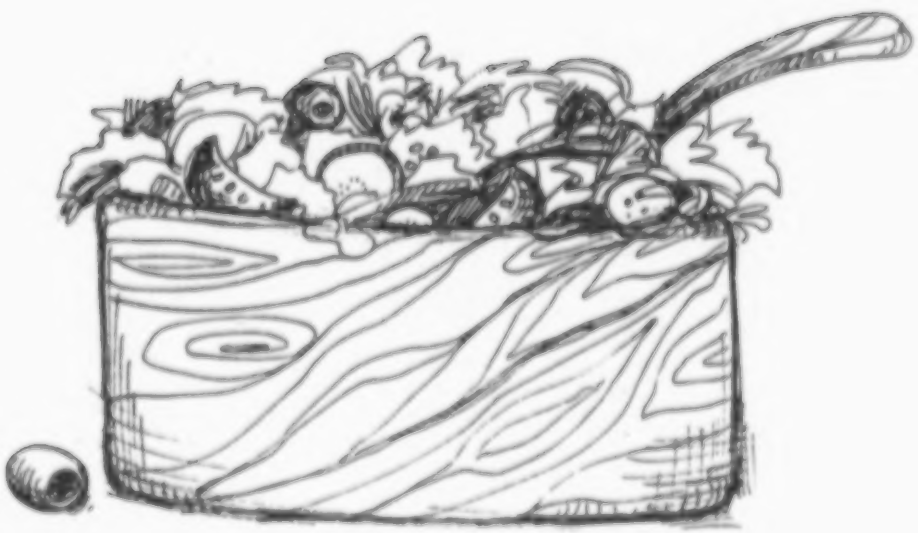

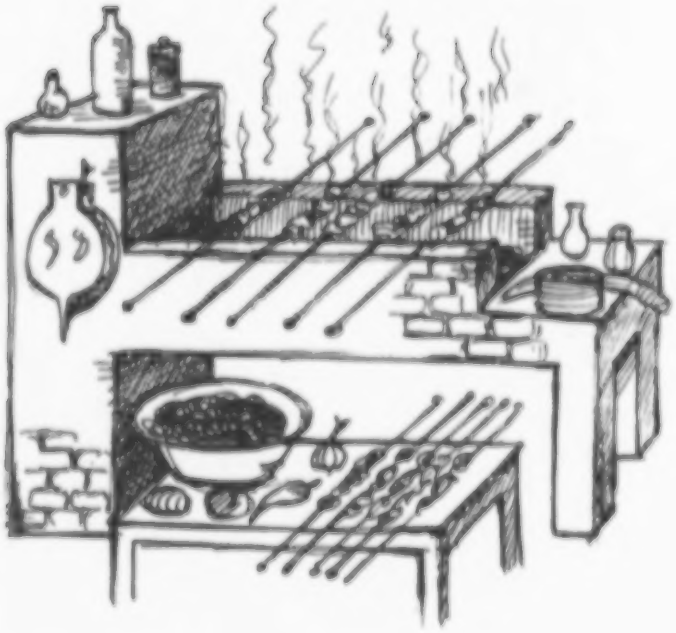

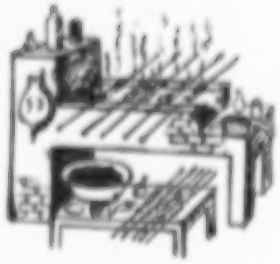

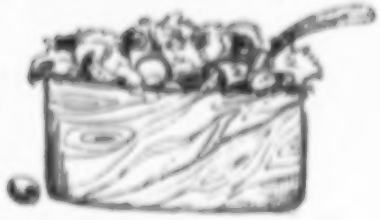

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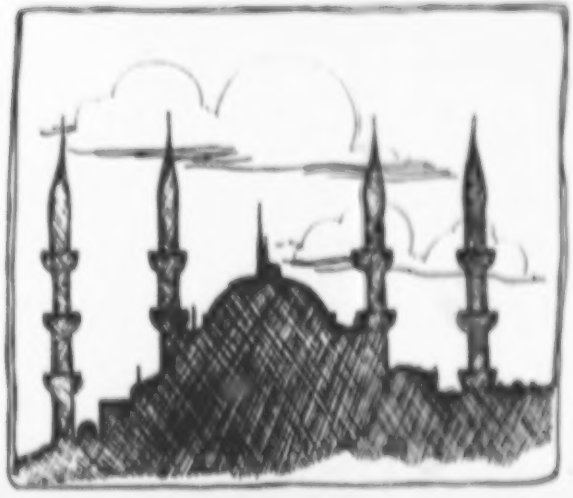

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VOCABULARY

Steps:	English:	Turkish:
1) T: Models vocabulary word in a sentence two or three times.	T: This is a restaurant. This is a restaurant.	T: Bu lokanta dir. Bu lokanta dir.
S: Listens.		
2) T: Models vocabulary word in a sentence & signals for student to repeat.	T: This is a restaurant.	T: Bu lokanta dir.
S: Repeats sentence.	S: This is a restaurant.	S: Bu lokanta dir.
3) T: Asks question. Models answer.	T: What's this? This is a restaurant.	T: Bu nedir? Bu lokanta dir.
S: Listens.		
4) T: Asks question & signals for student to answer.	T: What's this?	Tu: Bu nedir?
S: Answers questions.	S: This is a restaurant.	S: Bu lokanta dir.
5) T: Reviews previously taught words by asking question & indicating object/ picture.	T: What's this?	T: Bu nedir?
S: Answers question.	S: This is_____.	S: Bu_____ dir.
Now try these: meysu salata balik izgara sarap	This is fruit juice. This is salad. This is grilled fish. This is wine.	Bu meysu dir. Bu salata dir. Bu balik izgara dir. Bu sarap tir.

Notes

ESL/3. ESL ORAL LANGUAGE TECHNIQUES: Dialog

A dialog is a conversation in a given situation between two people. It is a method for placing grammar and vocabulary into a meaningful context for the student. It is useful for preparing a student for language she is likely to hear.

Most ESL texts include a dialog as a portion of the lesson. You want your tutor to be able to either use dialogs in texts, modify dialogs in texts, or create a dialog for their student's needs, interests and English language background.

The foreign language dialog here and on the tape is based on the vocabulary taught in the previous demonstration. The materials for this topic include:

(1) a copy of the Turkish dialog
(2) a handout of the steps with Turkish dialog and English translation

Current thought on dialogs is that they are not to be taught to the point of memorization, but are a motivator for grammar and vocabulary. The dialog provides a context or situation for the teaching of language rules.

Dialogs can be very useful in teaching your student English. A dialog is a conversation between two people. By using dialog, you can place the vocabulary you have taught and the grammar you want to teach in a context for the student. You will not be asking your student to memorize the dialog. Your goal is that the student use some of the vocabulary and grammar as needed in the future.

It is best to pre-teach the most important new vocabulary items which will occur in the dialog. Often the dialogs will contain more new vocabulary than you can pre-teach. It is up to you to choose the vocabulary itmes which should be taught. You want the student to make educated guesses about the meaning of the dialog using the pre-taught and all previously acquired vocabulary.

We are going to present another foreign language demonstration.

Dialog Demonstration

	DIALOG SCRIPT
Dinlean	Listen
Konusma	Dialog
Bir aksam, Attila Istanbul daki bir lokantaya gidiyor.	One evening, Atilla goes to a restaurant in Instanbul.
Orasi pahali degil, yemekleri de fevkalade.	It is not expensive, and the food is wonderful.

ESL/3. ESL ORAL LANGUAGE TECHNIQUES: Dialog

Attila: Garson!	Waiter!
Garson: Buyrun efendim.	Yes, sir.
Ne arzu ediyorsunuz?	What would you like?
Attila: Ne ichkiler var?	What do you have to drink?
Garson: Bira var, meysu var, sarap var.	We have beer, fruit juice and wine.
Attila: Bira iccyim.	I'll have beer.
Gardon: Ne yemek istyorsunuz?	What do you want to eat?
Attila: Salata, ve balik izgara rica ederim.	I'd like salad and grilled fish.
Ben	I
Siz	You

After the demonstration ask volunteers (a) if they can tell what the dialog was about or what took place in it; and (b) what steps were used in teaching.

Overview of Steps

1. Model Entire Dialog/Student Listens: The student, hearing the new sounds, is thinking how to reproduce them and what the sounds mean. You try to convey that meaning through facial expressions, body language, visual aids, by creating a setting and by using previously taught vocabulary.

The tutor acts out both roles of the entire dialog, conveying as much of the meaning as possible through body language, visual aids and props. It is important that a clear distinction is made between the two roles in the dialog. The student is only expected to listen. She is not expected to respond in any way. Model the entire dialog at least twice.

2. Model each Line Individually/Student Repeats: The student has heard the whole dialog and hopefully has some idea of what is taking place in it. The dialog is now broken down into more manageable parts.

The tutor models the lines individually and motions for the student to repeat each line. It is not necessary to repeat this step, unless the student is having real difficulties. The student is getting another opportunity to hear the lines, but without as many context clues as when you were acting it out. And she is called upon to reproduce the individual lines.

3. Take A Role in the Dialog/Student Takes Other Role: In the previous steps you have just been saying lines and the student has

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been repeating those lines. Now the student's comprehension is tested. If you take a role and she attempts to take the other role, she realizes that two people are supposed to be speaking. You may need to prompt the student at this point by sub-vocalizing her line. The natural tendency of the student is to assume she is to repeat.

> The tutor begins the dialog by assuming one of the roles. The tutor prompts the student to take the other role, either by whispering her line or by handing the student a prop associated with that role. Continue through the dialog, each saying the lines for her role, prompting the student when necessary. It is recommended that you repeat this step two or three times.

4. Exchange Roles: By this point the student should have a fairly good idea of the lines and also should have some idea (whether precise or not) of what the dialog is about. She has the opportunity to try the other speaker's role. This allows for greater exposure to and practice with the language.

> In the third step you repeated the whole dialog a few times, taking one role while the student took the other. Now you exchange roles, using the same methods mentioned in Step 3. This is done to familiarize the student with hearing and speaking both sides of the dialog.

After reviewing the steps, have the participants teach the dialog to partners.

> If the student is still confused, you can take her to the market or clinic and show how you carry out business. Once the content of the dialog is mastered, it is important to vary the lines a few times. If you don't, the student learns only one way to react. Real situations are not like that. For example, if you have a dialog that takes place in a store, have the salesperson ask different questions in subsequent versions of the dialog.

DIALOG

A: Garson:

B: Buyrun efendim. Ne arzu ediyorsunuz.

A: Ne içkiler var?

B: Bira var, meysu var, şarap var.

A: Bira içcyim.

B: Ne yemek istiyorsunuz?

A: Salata, ve balik izgara rica ederim.

O tamam.

A: Waiter!

B: Yes sir. What would you like?

A: What do you have to drink?

B: We have beer, fruit juice and wine.

A: I'll have beer.

B: What do you want to eat?

A: I'd like salad and grilled fish.

DIALOG

Steps:	English:	Turkish:
1) T: Models entire dialog twice. S: Listens.	A: Waiter! W: Yes, sir. What would you like? A: What do you have to drink? W: We have beer, fruit juice and wine. A: I'll have beer. W: What would you like to eat? A: I'd like salad and grilled fish.	A. Garcon! W: Buyrun efendim. Ne arzu ediyorsunuz? A: Ne ickeler var? W: Birā var, meysu var, sarap var. A: Bira iccyim. W: Ne yemēk istiyorsunuz? A: Salata, ve balik izgara rica ederim. O tamam.
2) T: Models each line individually and signals for student to repeat S: Repeats	T: Waiter! S: Waiter! T: Yes, sir. What would you like? S: Yes, sir. What would you like?	T: Garcon! S: Garcon! T: Buyrun efendim. Ne arzu ediyorsunuz? S: Buyrun efendim. Ne arzu ediyorsunuz.
3) T: Takes a role in the dialog. S: Takes other role.	T(A): Waiter! S(W): Yes, sir. What would you like?	T(A): Garcon! S(W): Buyrun efendim. Ne arzu ediyorsunuz?
4) T: Exchange roles with student. S: Takes other role.	S(A): Waiter! T(W): Yes, sir. What would you like?	S(A): Garcon! T(W): Buyrun efendim. Ne arzu ediyorsunuz?

ESL/3. ESL ORAL LANGUAGE TECHNIQUES: Grammar

Notes

Grammar is the system of rules which govern the usage of a language. The important thing for the student is not to memorize those rules or their names, but to learn to use the structures correctly. The goal is for the student to use the tense appropriately, rather than to know its name. For example, the student uses the past tense when discussing an event which occurred in the past.

There is no single way to teach the use of grammar. The following material is a description of one technique which may be applicable to teaching many grammar points. However, dialogs and a variety of drills (which will be discussed later) are very useful in the teaching of grammar. Included for your use with this section is:

(1) a handout listing the steps, the Turkish example and the English translation

Once again you should model the technique for tutors in a foreign language before discussing it. When this demonstration is complete, ask tutors (1) what you were teaching them, and (2) the steps you used in teaching. After discussing the steps, pair volunteers to practice the steps.

> Grammar is the system of rules which govern the usage of a language. You don't want your student to memorize the rules, but to be able to use English grammar appropriately.
>
> This is our third foreign language demonstration. We'll be showing you one technique for teaching grammar. Again, try to identify the steps we use in teaching this grammar point.

The script is on following pages.

1. Model Old Form/Model New Form: You are working from the known to the unknown. This step sets up a comparison/contrasting situation between the old familiar form and the new form. In the case of contractions you are setting up equation between the formal form and the contraction.

> The tutor models the old form and new form while the student listens. The tutor at the same time may want to contrast the old and new form by writing them down. It depends on how advanced your student is and how advanced your student is and how comfortable she is with print.
>
> IT IS AN APPLE.
>
> IT'S AN APPLE.

ESL/3. ESL ORAL LANGUAGE TECHNIQUES (continued)

2. Model Old Form/Student Repeats: This sets up a success situation. The student is familiar with the old form and should easily be able to repeat it. The student may not know exactly what it means, but she has used this structure.

The tutor models the previously used form and motions for the student to repeat.

IT IS AN APPLE.

IT IS AN APPLE.

3. Model New Form/Student Repeats: It's wise to practice the repetition of the new form more than once, depending upon the student's ability. you are setting up a repetition drill. Repetition drills are used simply to familiarize the student with the language. The student need only listen and repeat.

The tutor models the new form and motions for the student to repeat.

IT'S AN APPLE.

IT'S AN APPLE.

4. Model One Form/Student Supplies Other: Here the student actually does the comparing and contrasting. This step is always a comprehension check of the first step. If the student has understood what she is doing, she will be able to do the fourth step without any coaching. However, coaching may be necessary. You may have to whisper the phrase she is suppossed to respond with.

The tutor first models the old form, then pauses while he motions for the student to supply the new form.

Because the student has only been expected to repeat the modeldd phrase, her tendency may be to repeat. Therefore, the tutor will have to prompt the new line.

Next, the tutor models the new form and motions for the student to supply the old form.

IT IS AN APPLE.
IT'S AN APPLE.

IT'S AN APPLE.
IT IS AN APPLE.

Notes

Title: Grammar Demonstration

Teacher:	Dinlean	Listen
	Grammar	Grammar
	Bu	This
	Shu	That
	Bu	This
	Shu	That
	Bu bir sise meysu dir.	This is a bottle of fruit juice.
	Shu bir sise meysu dir.	That is a bottle of fruit juice.
	Bu bir sise meysu dir.	This is a bottle of fruit juice.
	Shu bir sise meysu dir.	That is a bottle of fruit juice.
	Bu bir sise meysu dir.	This is a bottle of fruit juice.
Student:	Bu bir sise meysu dir.	This is a bottle of fruit juice.
Teacher:	Shu bir sise meysu dir.	That is a bottle of fruit juice.
Student:	Shu bir sise meysu dir.	That is a bottle of fruit juice.
Teacher:	Bu bir sise meysu dir.	This is a bottle of fruit juice.
Student:	Shu bir sise meysu dir.	That is a bottle of fruit juice.
Teacher:	Shu bir sise meysu dir.	That is a bottle of fruit juice.
Student:	Bu bir sise meysu dir.	This is a bottle of fruit juice.
Teacher:	Cok guzel.	Very good.

Teacher:	Sise sarap	Bottle of wine
	Bu, shu	This, that
	Bu, shu	This, that
	Dinlean	Listen
	Bu bir sise sarap tir.	This is a bottle of wine.
	Shu bir sise sarap tir.	That is a bottle of wine.
	Bu bir sise sarap tir.	This is a bottle of wine.
Student:	Bu bir sise sarap tir.	This is a bottle of wine.
Teacher:	Shu bir sise sarap tir.	That is a bottle of wine.
Student:	Shu bir sise sarap tir.	That is a bottle of wine.
Teacher:	Bu bir sise sarap tir.	This is a bottle of wine.
Student:	Shu bir sise sarap tir.	That is a bottle of wine.
Teacher:	Shu bir sise sarap tir.	That is a bottle of wine.
Student:	Bu bir sise sarap tir.	This is a bottle of wine.
Teacher:	Cok guzel.	Very good.

Steps:	English:	Turkish:
1) T: Models old form and new form twice. S: Listens.	T: This is a bottle of beer. That is a bottle of beer. This is a bottle of beer. That is a bottle of beer.	T: Bu bir sise bira dir. Shu bir sise bira dir. Bu bir sise bira dir. Shu bir sise bira dir.
2) T: Models old form and signals for students to repeat.	T: This is a bottle of beer.	T: Bu bir sise bira dir.
S: Repeats.	S: This is a bottle of beer.	S: Bu bir sise bira dir.
3) T: Models new form and signals for student to repeat.	T: That is a bottle of beer.	T: Bu bir sise bira dir.
S: Repeats	S: That is a bottle of beer.	S: Shu bir sise bira dir.
4) T: Models new form and signals for student to supply new form.	T: That is a bottle of beer.	T: Bu bir sise bira dir.
S: Supplies new form.	S: That is a bottle of beer.	S: Shu bir sise bira dir.
T: Models new form and signals for students to supply old form.	T: That is a bottle of beer.	T: Shu bir sise bira dir.
S: Supplies old form.	S: This is a bottle of beer.	S: Bu bir sise bira dir.
Now try these: meysu	This is a bottle of fruit juice.	Bu bir sise meysu dir.
salata	This is a salad.	Bu bir salata dir.
sarap	This is a bottle of wine.	Bu bir sise sarap tir.

ESL/4. ESL ORAL LANGUAGE DIAGNOSIS

Notes

The point of diagnosis is to find out what skills the student has upon entering your program, what skills she lacks and where you might effectively begin your teaching.

Testing doesn't tell you which page of what text to begin a student on. The only testing which makes this kind of placement is that developed by publishers to accompany their texts.

What testing can tell you is a student's general strengths and weaknesses. For example a student may have much better oral skills than reading or writing skills. Or, particularly with educated students, the student may have a much higher level of reading and writing skills as opposed to her oral skills.

Even though the Literacy Council of Alaska uses formal testing instruments, the information types discussed below can tell you just as much.

Diagnosis can be initiated by asking the student to speak in English about a picture by using the Life Skills and Criterion Checklists (discussed below) with pictures, or by asking her informal interview questions. The answer to questions will give information not only of the student's needs, but also about her grammar and vocabulary skills.

Listen carefully during the interview. This will give you a good picture of the student's English skills.

When entering a student into your program, ask her what she wants to learn. Sometimes the student will specify "to speak English", other students will be interested in citizenship study, and some students will specifically request grammar instruction. This provides you with motivational sources around which you can build lessons. This also gives you an idea of how realistic the student's goals are. Even though they may be unrealistic, you can build language skills while working to achieve the indicated goal.

Materials included here which you may use with volunteers include:

(1) student needs form
(2) case studies of students
(3) Life Skills checklist
(4) Criterion checklist

The Student Needs form can be used to show tutors the range of goals students have. Discuss how you interview students.

All programs interview students in some manner. The point of the interview is both the information gained from the questions in the interview, and what kind of English the student uses in responding to those questions. This tells you a lot about the student's oral language skills and what

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are as need to be developed. For example, your student may always leave out articles (a, the, an) when speaking, or may only be able to use the present tense of verbs. The student may only be able to give her name.

The Criterion Checklist is a list of oral language skills divided into sections:

Receptive Comprehension: This indicates how much of the English that the student hears is understood.

Vocabulary: This section is a check of what English words a student can produc as needed in a given situation. The vocabulary is divided into topical lists, rather than by the kinds of sounds needed to produce the words or the number of syllables in the word.

Grammar: This contains a listing of grammar skills from the simplest forms to more complex forms. It is not based on frequency of use, nor does it include all of the grammar structures fluent speaker of English is capable of using.

Pronunciation: This is a separate section for evaluating pronunciation problems.

The above sections are organized into three levels. The levels were determined based upon information gained from the students who have been in LCA's program over the past four years.

Survival: Survival criteria reflect the basic vocabulary and grammar needed to survive and function in Fairbanks, Alaska.

Advanced-Beginning: Advanced-Beginning criteria indicate a level in which the student starts to interact with English speakers in social settings. This interaction is beyond survival and into the conversational realm.

Intermediate: At the intermediate level the student is not expected to be a fluent English speaker, but is becoming increasingly functional in English. The student's vocabulary is being added to, while his ability to use more complete grammar structures is being developed.

When discussing the checklist it is important that the volunteer understand how to use it. For this reason we recommend a small group activity. One method is to ask your participants to use information included in a case study student's description to infer an evaluation of their students skills using the checklist. Summarize and add any information which is not brought out by participants in discussion.

The Criterion Checklist will help you assess areas your student is having problems with. It can be used as an aid to lesson planning. You'll be able to chart the student's progressand determine what could be taught next.

ESL/4. ESL ORAL LANGUAGE DIAGNOSIS

Life Skills List: This checklist is arranged around topic dealing with needs in an English speaking environment. This list was developed with surviving in Fairbanks, Alaska in mind. You may wish to add other topics or listings. These are just some of the possible situations which the student may need to be able to cope with.

Using the Life Skills Checklist, you can answer the question, "What does the student need to learn?" This is where the tutor can set realist goals based on her knowledge of her student.

One method of using this checklist in the workshop is to use case studies and role play. One participant can be the student and the other can evaluate the student using the checklist. Another activity which works well is to ask the participants to form small groups. Assign each group a topic from the checklist. Group members then brainstorm listings of life skills needed in their assigned category.

> What does your student need to learn? You can to answer this question by referring to the Life Skills Checklist. Keep in mind what you know about your student's real-life situation. For example, your student may be looking for a job. In that case, you will need to determine what vocabulary, grammar structures and conversational skills are necessary for your student to be successful in job hunting. Can she ask for information about job openings? Can she ask for an interview alone? What application and interviewing related vocabulary might you need to teach?

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ESL CASE STUDIES

1) Mr. I is a 47 year old Cuban. Prior to moving to Fairbanks five years ago, he and his wife lived in Miami and New York. However, they always lived in Hispanic communities. Because of this, Mr. I is still a very beginning ESL student.

   He is shy and embarrassed about the fact that he had very little education in Cuba and that he cannot read or write his native Spanish.

   Mr. I cannot speak or understand English. He cannot read or write English. He was unable to respond to questions about pictures in English. He cannot name parts of the body, clothing, days of the week, or American currency. He can count and read small numbers in Spanish.

   Mr. I has been employed as a groundskeeper (working with a Spanish speaking foreman). He has been informed that unless he learns to speak and read English son, he will be fired.

2) Mrs. R is a 29 year old Japanese woman, married with two children. She has had three years of nursing school in Japan. She is very eager to use the English she learned there. Her main concerns are improving her conversation skills and her use of American idioms.

   Although her English vocabulary is good, she has difficulty with correct verb tenses and in speaking in complete sentences. The reading tests administered indicate that Mrs. R. has very good work attack skills and understands the English phonics system. However, her reading comprehension was not tested.

   Although Mrs. R. will not be seeking employment, she needs to improve her English skills in order to shop, communicate with her children's teachers and to take care of medical needs.

3) Mr. P. is a 33 year old man from Vietnam. He has had very little formal schooling. He was a farmer in Vietnam. He is a motivated student who really wants to learn to speak and read English. He is presently working as a tailor's apprentice.

   He was able to respond to questions about pictures in English. He can answer simple questions about the day of the week, the time and money. He had more difficulty with naming parts of the body and articles of clothing.

   He was unable to read at all. He cannot speak English in complete sentences. He has a difficult time making himself understood due to the pronunciation influences of his native language.

   Mr. P. needs to improve his English in order to deal with consumer and medical needs. Improved English skills would also enhance his employability.

STUDENT NEEDS

NAME _____

ADDRESS _____ CITY _____ STATE _____

TELEPHONE _____ AGE _____ NATIONALITY _____

What I want to know	How important is it? Very Important	Important	Not Important	Comments
Language Goals				
Conversation				
Listening				
Pronunciation				
Reading				
Writing				
Increased Vocabulary				
Job Related Vocabulary				
Information Goals				
Driver's License				
How To Find a Job				
Community Services				
Social Security				
Medical Assistance				
Food Stamps				
Legal Aid				
Other				
Emergency				
Money & Banking				
Insurance (auto,Health)				
Income Taxes				
Further Education				
Other				

When I can come:

_____mornings _____afternoons _____evenings

_____Monday
_____Tuesday
_____Wednesday
_____Thursday
_____Friday
_____Saturday

Comments: _____

Developed by Cynthia Wallace, 1980, Moscow, Idaho

Life Skills Checklist

Date of Observation

1. Personal Information

- Student can give name
- Student can give address and phone number
- Student can give age and date of birth
- Student can name place of birth
- Student can give directions to home
- Student can provide educational information
- Student can provide information regarding family members

2. Medical/Body

- Student can make an emergency phone call
- Student can make medical appointment
- Student can describe physical symptoms
- Student can ask for information regarding medical payments
- Student can give prior medical history
- Student can describe previous medication received
- Student is able to ask for an explanation of prescribed medication
- Student can ask for information regarding health insurance
- Student can ask for health care information from a nurse or physician

3. Shopping

- Student can ask for assistance in finding an item in stores
- Student can return item to store and explain why
- Student can ask for refund or exchange
- Student can ask for a receipt
- Student can make a catalog order
- Student can make a lay-away

4. Transportation

- Student can make travel reservations
- Student can call a taxi
- Student can ask for directions
- Student can ask for information regarding cost of bus, train, plane, charter service
- Student can ask for information regarding bus, train plane schedules
- Student can ask for information regarding licensing car

Life Skills Checklist

Date of Observation

5. Money

- Student can ask for change for a bill
- Student can ask for correct change
- Student can ask for specific change
- Student can explain problem with a bill or purchase
- Student can request banking information
- Student can ask for information regarding credit cards
- Student can ask for information regarding billing procedures
- Student can request special types of checks from bank (i.e., cashier's check, money orders, traveler's checks)

6. Clothing

- Student can request information in clothing store
- Student can ask for aid in locating specific items
- Student can ask for specific size or type of clothing
- Student can ask questions regarding clothing care
- Student can order clothing from a catalog over the phone
- Student is able to describe specific article of clothing to clerk or salesperson

7. Classroom/Educational

- Student can request enrollment information
- Student can request explanations of class work
- Student can explain reasons for absence
- Student can ask questions related to assignments
- Student is able to explain difficulties with assignments
- Student can request information regarding financial aid

8. Time

- Student can ask for the time
- Student is able to schedule appointments
- Student can request time related information from businesses
- Student can request time related information from transportation companies
- Student can ask for time related information from school

9. Foods and Meals

- Student is able to order meals in restaurants
- Student is able to ask for help in locating a specific food item in grocery store
- Student is able to request assistancein restaurant (i.e., can ask for ashtray, napkin, more coffee)
- Student is able to ask for generic versus brand names

Life Skills Checklist

Date of Observation

10. Employment

- Student is able to request information regarding job openings
- Student is able to request an interview
- Student is able to interview for job
- Student is able to request information regarding job duties
- Student is able to request information regarding job benefits
- Student is able to understand and use job related vocabulary
- Student is able to explain grievance to employer

11. Furnishings

- Student is able to ask for information regarding care and maintenance of furniture and appliances
- Student is able to request information regarding instructions for use or installation of appliances
- Student is able to ask for information about guarantees and warranties

12. Government

- Student is able to request information regarding public aid or assistance
- Student is able to give alien registration number
- Student is able to request information regarding citizenship
- Student can request information regarding taxes
- Student is able to request information regarding legal problems
- Student is able to request voting information
- Student is able to request work permit information

13. Entertainment/Recreation

- Student is able to accept or decline invitations
- Student is able to invite friends for social event
- Student is able to use courtesy phrases
- Student is able to arrange for a babysitter
- Student is able to participate in social conversations
- Student can request times for performances and can purchase tickets

ESL CRITERION CHECKLIST

Date of Observation

I. Survival Level

A. Receptive Comprehension
Student is able to point to appropriate picture when:

1. Asked questions with what, where, who, which
2. Shown coins and bills - dollar, quarter, nickle, dime, penny
3. Shown body parts - head, arms, legs, feet, hands
4. Shown articles of clothing - dress, skirt, shirt, coat, pants, shoes
5. Shown rooms of house - kitchen, bedroom, bath, living-room
6. Shown colors - black, white, red, green, blue, yellow

B. Productive Vocabulary

1. Student can reproduce model utterance
2. Personal Information
   a. Student can give name, address and phone number
   b. Student can say social security number
   c. Student can give age
3. Money
   a. Can name currency - dollar, quarter, nickle, dime, penny
   b. Can say numbers to 100
4. Time
   a. Can read clock face/tell time
   b. Can name days of week
   c. Can name months of year
5. Body
   a. Can name - head, arms, legs, feet, hands, face, back
6. a. Can name rooms of house
   b. Can name buildings - hosptial, bank post office, school

ESL CRITERION CHECKLIST continued

Date of Observation

7. Colors

   a. Can name - black, white, red, green, blue, yellow

8. Food

   a. Can name meals
   b. Can name meal utensils - plate, cup, fork, knife, spoon, bowl, napkin
   c. Can name common fruits, vegetables, meats, poultry, fish

9. Classroom Items

   a. Can name book, pencil, paper, pen, notebook

10. Adjectives

   a. Can use appropriately - happy, sad, old, young, new, fat, thin, handsome, beautiful, ugly, cheap, expensive

C. Grammar

1. Verbs

   a. Can use the verbs to listen, to speak, to read, to write, to wear, to go, to sleep, to come, to work

      (1) in present continuous tense (I am working, he is sleeping, they are reading):
      (2) in affirmative statements
      (3) in negative statements
      (4) in questions

   b. Can use above verbs -

      (1) in simple present (he works):
      (2) in affirmative statements
      (3) in negative statements
      (4) in questions

2. Can respond to questions with short affirmative and negative replies

3. Can use simple contractions (it's, I'm, he's, she's, isn't)

ESL CRITERION CHECKLIST (continued)

Date of Observation

4. Prepositions of time and location

   a. Can use at, in, by, on

5. Nouns

   a. Can use common and proper nouns in singular form
   b. Can use common and proper sounds in plural form
   c. Can use irregular plurals of common nouns

6. Pronouns

   a. Can use I, you, he, my, your, his, this, that, these and those appropriately

7. Articles

   a. Uses a, an and the appropriately

D. Reading and Writing

1. Can read and write name, address, and phone number

2. Can read and write all English words which are part of oral vocabulary

3. Can associate one sound for each consonant

4. Can associate one sound for each vowel

II. Advanced Beginner

A. Receptive Comprehension

Student is able to point to correct picture when:

1. Given statement in present tense

2. Given statement in past tense

3. Given statement in future tense

ESL CRITERION CHECKLIST continued

Date of Observation

B. Productive Vocabulary

1. Personal Information

a. Can name home country and town
b. Can give educational and occupational background information.
c. Can provide medical information.
d. Can give information regarding other family members

2. Money

a. Can say numbers above 100

3. Time

a. Can name seasons
b. Can name holidays
c. Can name times of day-morning, evening, afternoon, night

4. Weather

a. Uses weather adjectives appropriately - windy, cloudy, rainy, sunny
b. Uses weather verbs appropriately- raining, snowing

5. Clothing

a. Can name specialized clothing - shorts, swimsuit, parka, mittens
b. Can name pairs of clothing
c. Can name clothing accessories and jewelry

6. Body

a. Can name ankle, elbow, shoulder, feet, knees, nails, teeth, hair, chin, cheeks, eyes, nose, mouth, lips

7. House

a. Can name common household furnishings
b. Can name common household appliances
c. Can name common household accessories - towels, sheets, pillow
d. Can name household chores - washing dishes, sweeping. floor, polishing, dusting, cleaning

ESL CRITERION CHECKLIST continued

Date of Observation

8. Food

a. Can name most fruits and vegetables
b. Can name most fish, poultry and meats

C. Grammar

1. Verbs

a. Can use common verbs in simple past tense

(1) in affirmative statements
(2) in negative statements
(3) in questions

b. Can use common verbs in future tense with "going to"

(1) in affirmative statements
(2) in negative statements
(3) in questions

2. Prepositions

a. Can use to, from, down, of, for, with, like

3. Nouns

a. Can use possessive nouns appropriately
b. Uses count and non-count nouns appropriately

4. Pronouns

a. Uses object pronouns appropriate - him, her
b. Uses possessive pronouns appropriately - mine, yours

5. Adjectives

a. Can use appropriately - dirty, tired, hungry, sleepy, bored, cold, hot, dry wet

b. Can use two adjectives in appropriate order

ESL CRITERION CHECKLIST continued

Date of Observation

6. Adverbs

   a. Uses adverbs of place - here, there
   b. Uses adverbs of time - today, yesterday, tomorrow
   c. Uses adverbs of frequency - always, never

7. Conjunctions

   a. Uses conjunctions appropriately

8. Idioms

   a. Uses have, get, take

III. Intermediate

A. Receptive Vocabulary

1. Student is able to select correct picture to fit verbal description

2. Student is able to select the correct sequence for group of pictures after listening to story.

B. Productive Vocabulary

1. Personal Vocabulary

   a. Can give special medical information
   b. Can provide adequate financial information as needed

2. Money

   a. Distinguishes checking account from savings
   b. Identifies interest from principal on savings and loans

3. Body

   a. Can name - thigh, wrist, shin, eyelashes, eyebrows, forehead

4. Food

   a. Can name special dishes and holiday foods

ESL CRITERION CHECKLIST continued

Date of Observation

C. Grammar

1. Verbs

a. Can use in past continuous tense - I had been working, She had been cooking:

(1) in affirmative statements
(2) in negative statements
(3) in questions

b. Can use verbs in present-perfect tense - I have lived, She has lived

(1) in affirmative statements
(2) in negative statements
(3) in questions

c. Can use verbs in past-perfect tense - I had cooked, She had cooked

(1) in affirmative statements
(2) in negative statements
(3) in questions

2. Pronouns

a. Can use appropriately

(1) myself, himself, yourself
(2) anyone, everyone, someone
(3) who, what, which

3. Adjectives

a. Can use comparative adjectives correctly
b. Can use superlatives properly
c. Can use multiple adjective word order

4. Idioms

a. Can use idioms such as "used to," "supposed to" correctly

ESL CRITERION CHECKLIST continued

Date of Observation

IV. Pronunciation

1. Student speaks at moderate speed
2. Single words are generally understandable
3. Student uses English sentence intonation and rhythm
4. Student pronounces long vowels
5. Student pronounces short vowels
6. Student pronounces initial single consonants
7. Student pronounces medial single consonants
8. Student pronounces final single consonants
9. Student pronounces initial consonant blends (gl, gr, bl, br, etc.)
10. Student pronounces medial consonant blends
11. Student pronounces final consonant blends
12. Student pronounces diagraphs at the beginning of words (ch, sh, th, etc.)
13. Student pronounces r controlled vowels
14. Student pronounces past tense verb endings (t, ed, d)
15. Student pronounces plural noun endings (s, es, z)
16. Student distinguishes minimal pairs difficult within own language -

    Japanese - r/l ks/kt f/h
    Spanish - s/es v/b

ESL/5. DEVELOPING AND EVALUATING MATERIALS

Notes

The two main sources of materials are those published and those student derived. In the bibliography are descriptions of a few of the available ESL texts. This section provides an opportunity for displaying, sharing and discussing the ESL student texts your tutors will have available to them. Your volunteers can evaluate the published materials in terms of a case study student's description. This activity helps to prepare tutors both for the need for, and their involvement in, developing materials.

One handout is included with this section: "Evaluation Sheet for Dialogs".

You want your volunteers to feel confident in choosing and using texts appropriate for their students. You also want them to feel confident enough so that they are not tied to one text or set of text books. Most ESL texts will have dialog as one component of a lesson plan. If your tutors are using a text, the dialog will not always be appropriate for their student in terms of her life needs. It is always better to modify or rewrite the dialog, rather than to present it as is or eliminate it from the lesson completely.

When choosing a text for use with your student you should ask:

How relevant is the book overall to
your student's needs and her situation?

Very few real life students lead lives which parallel those of the character in ESL texts. This means that you will almost always have to adapt a text, no matter how well chosen it may be. Another consideration when using texts is the reading level. Your student may not be able to read English at all.

The student's conversation tells you what topics are of interest to her, what her concerns are, and what needs she has in terms of dealing with an English speaking environment. If the student's English is very limited, you can look through the Life Skills check list and choose a relevant place to begin - based on your knowledge of the student's needs.

The student's speech will reveal her English vocabulary and her use of English grammar. Her speech will show you what mistakes are made and what new vocabulary and grammar can, or should be, introduced.

On the other hand, you may choose not to use a text. You can use student derived materials (which will involve more work on your part). You can create a dialog for your student based upon her real-life situation or interests and concerns she has expressed in conversation.

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Once you've created a dialog based on a situation, a whole lesson can be built around the dialog, including vocabulary and grammar.

Choosing a topic for the dialog requires a knowledge of what your student needs to learn. For example, your student would like to become a citizen and needs to study for the citizenship test. She also would like to enter a vocational training program. However, she needs to be able to shop for food for her family.

Obviously you would build your dialog around the shopping situation, as that is the most pressing need. This will become clearer as we develop a dialog for a case study student together.

At this point ask a volunteer to give you their case study and working from the case study and the evalution sheet, develop a dialog for the case study student based upon the available information. Discuss the possible topics with the participants and as a group choose the most relevant. As you work through the development of the dialog, ask participants if the dialog meets the criteria.

After this activity, ask the tutors to develop, with partners, a dialog for one of their case study students. Each partner should have their own case study so it's necessary to select one. When the partners have developed the dialog, each shares the pertinent information for the case study with the rest of the group and then reads the dialog. Some dialogs will be more complicates than others since the case study students will have varying oral language skills.

If you don't feel comfortable with the idea of developing a dialog in front of your tutors the first time, you can use the following dialog and case study for your demonstration--pointing out how it meets the dialog criteria. One of the criteria is that the dialog uses language a student is likely to hear locally, so if you use our dialog make sure the language is appropriate for your community. You will probably wish to make a few changes in the case study description, using your town and your program instead of Fairbanks and LCA. You may wish to alter the diagnostic information.

Case Study: Mrs. R. is a young Mexican woman with two children, married to a Costa Rican-American. She lived in San Antonio for five years before moving to Fairbanks. She has been with LCA program for about five months. Mrs. R. scored at Level 2 on the ESOLA, indicating that she has some basic English vocabulary, but she was unable to form complete sentences in English. Her English reading score was below first grade level.

ESL/5. DEVELOPING AND EVALUATING MATERIALS

Possible Dialog Topics

Dealing with the school regarding her children.
Making an emergency telephone call.
Asking for assistance in finding an item in the store or commissary.

The best topic would be making an emergency telephone call -- this is essential for someone with children and limited English skills.

Dialog for Mrs. R. -

Operator: "Hello."
(What else might the operator say?)
Mrs. R.: "I need help. My child is hurt."
(What else will the operator need to know about the child's condition?)
Operator: "What is your address?"

Mrs. R.: "My address is 534 Maple Drive."

Operator: "I'll send an ambulance."
(Under what circumstances will the operator send an ambulance?)

These questions will need to be answered based on your community. Revise the dialog to include the information needed by the emergency operator in your area.

Another possible activity for your volunteers it to pass out a variety of ESL texts or one set of ESL texts, depending on what materials are available for your use. Instruct your participants to choose a dialog from a text book based on their case study student. They are to determine if it's appropriate for their student in their own community. If they decide that it's not, have them use the dialog criteria sheet as a guide for rewriting.

After participants have shared their dialogs with the whole group, demonstrate selection of vocabulary from the dialog situation. For example, in the above dialog, other vocabulary words which would be taught in conjunction are -

Mrs. R.: "My child is bleeding."

"............vomiting."

"............burned."

Operator: "I'll send the resue team."

".........a doctor."*

".............help."*

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*(The operator might use more general terms if she feels the student wouldn't understand specific terms.)

After this discussion, have participants choose vocabulary to teach in conjuncion with their developed dialog.

A last step would be to show participants how to select a grammar structure to teach from the dialog. In the dialog above the contraction "I'll" could be taught in all the conjugations (you'll, he'll, she'll, they'll, we'll). This contraction is used to indicate future action and therefore could lead into teaching a future tense or simply to work on the idea of tenses in English.

Evaluation Sheet for Dialogs*

1. Does the dialog contain between three and ten exchanges?

2. Are the sentences short enough to enable the student to reproduce them after hearing them two to three times?

3. Does the dialog control the grammar and vocabulary presented so that few new items are presented at one time?

4. Does the dialog represent a natural interchange? Is the conversation natural and realistic? Does it use language the student is likely to hear locally?

5. Does the dialog take into consideration the interests and age of the student? Is it meaningful to the student?

6. Does the dialog stimulate further conversation?

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* Adapted from material presented in Teaching English as a Second Language: Perspectives and Practices (Albany, New York: The State Department of Education).

ESL/6. OTHER TECHNIQUES

Notes

DRILLS

Three methods for practicing language skills are discussed here. These are drills, Total Physical Response and real-life assignments. No handouts are included.

Lead your group through each drill, defining it after a demonstration. You can do the drills in English or refer back to the Turkish demonstration script to improvise a foreign language demonstration. Or, lecture the drill content then discuss the drills by electing responses from your participants regarding which are the most difficult and why. Or tell your participants the name of each drill and encourage them to give an example of what it might be. After polling the group for guesses, give the example from the workshop content.

Now, in order for your student to gain greater facility in manipulating the language, we are going to discuss various methods for encouraging her to use and practice her skills.

The traditional method for providing for practice in a new language has been drills. These move in complexity from simple repetition to free answer response.

These provide your student with the opportunity to review and practice the language she's been learning.

Repetition drills are exactly that -- repetition. The tutor says a sentence which contains the structure of form being taught, then the student repeats it. It is a technique used for introducing and familiarizing the student with a specific structure. The major defect with repetition is their mechanical nature. So, if used too long, the drills become absent-minded repetition. The drills are more valid if the sentence being repeated is based on and has a chance of application in the student's real-life situation.

T: The old man sat on the bridge.
S: The old man sat on the bridge.

2. Backward Build Up Drills: This is a technique which helps the student to hear and then repeat the English required of her in manageable units. It is helpful in mastering the lines of a dialog. Each sentence is divided into grammatically correct segments. The student learns the last unit, then the next, and so on, building backwards to the beginning of the sentence.

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T: the bridge
S: the bridge

T: sat on the bridge
S: sat on the bridge

T: The old man sat on the bridge.
S: The old man sat on the bridge:

3. Substitution Drills: Here the student has to replace or substitute a new item, in the same spot of an existing item. Substitution drills are still a mechanical type drill, because each new element in cued and can be substituted in the correct place without any understanding of meaning on the student's part. Mechanical drills are used as a preliminary practice prior to using the new structure in more "natural" interchanges.

4. Replacement Drills: Here the tutor sets up a pattern sentence with a cue word following. The student repeats the sentence inserting the cue word and makes necessary changes in the pattern sentence. This is similar to the substitution drill technique. The difference is the pattern sentence may have to be changed depending on the cued word.

T: John has a pencil. he
S: He has a pencil.
or
T: I'm going to the library. there
S: I'm going there.

5. Progressive Replacement Drills and Multiple Substitution Drills: These are a testing device to see if the student can make the appropriate replacements in the different slots. To make these substitutions the student must keep in mind the meaning of the whole sentence.

T: I have a red pencil. green
S: I Have a green pencil
T: he
S: He has a green pencil
T: tie
S: He has a green tie.

6. Transformation Drills: In this type of drill the student is called upon to change the cue sentence. The changes can include changing statements into questions, present tense statements into past tense statements, or affirmative statements into negative statements. They are different from substitution drills in that the whole sentence requires or may require changing. A fault with the sentences is that, unless

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carefully constructed, the student can be correctly transforming when there is little chance of her ever using the sentences in a real-life situation.

T: I am hungry. yesterday
S: I was hungry yesterday.
or
T: John brought me flowers. passive
S: I was brought flowers by John.

7. Integration Drills: These are a type of transformation drill which involve combining sentences. They are most useful in distinguishing between various aspects of grammatical rules, for example, the use of relative pronouns "what" or "that" when combining subordinate clauses.

T: I have a pencil. It's red.
S: I have a red pencil.

8. Question-Answer Drills: The student must be able to ask questions, know when one is being asked, and give an appropriate answer if she is to function in our society. However, questions should be asked with relation to the student's interests and real-life situations. Question-Answer Drills are most useful when used with pictures, reading material or games. If the questions are well constructed you could use them to get the student to use various tenses. However, the teacher should be careful to not always be the one asking the questions -- the student also needs practice formulating questions.

T: What's this?

S: It's a pencil.

TOTAL PHYSICAL RESPONSE (TPR) is a technique in which the tutor gives verbal instructions or commands, or information with accompanying actions; students respond with body language and/or group answers.

The theory is that when a student is physically involved, moving around or using the hands, learning is retained. The object is to use exercises which teach English and keep the student active. The tutor gives commands or instructions, modeling them at the same time and the student follows.

If using TPR with a group, the students are encouraged to help each other with the correct response. Because the group is treated as such, self-consciousness in each student is lessened.

Using only the target language is important here. If you speak the native language it invariably takes time away from learning the new language, and time for language learning is always limited.

ESL/6. OTHER TECHNIQUES: Total Physical Response

Notes

Total Physical Response is a teaching technique in which the tutor gives verbal instructions or commands, or information with accompanying actions; students respond with body language and/or group answers.

For example, if a tutor wanted to teach commands she would say, "Stand up", then do so. She'd say it again, and encourage the student to imitate her movements. Then she'd say, "Sit down", and do so, and repeat the command for the student to act out. The student doesn't have to verbally repeat the commands, just respond physically to them.

You want to get the student so physically involved that she loses her self-consciousness. Also, if used in a group, the reluctance to answer incorrectly or not answer at all is lessened. Try to use practical situations which keep a student active and excited.

As a tutor using TPR you need to feel very comfortable with the technique. This means losing your own self-consciousness and formality and trying to be as relaxed and casual as possible. Use lots of body language and exaggerated movements. Approach the lesson as an enjoyable, fun experience. Some tutors wear brightly colored clothes to catch and hold students' attention.

You can demonstrate Total Physical Response to the participants. Using any language except English, even a nonsense language, ask them to form a half-circle around you. If participants don't understand, act out what you want done. Make sure each person can see.

Tell them you're going to teach them commands and demonstrate immediately. Stand up and say "Stand up". Sit down and say "Sit down". Then perform the actions again, encouraging the participants to follow you. Indicate with words and body language (such as putting your hand to your closed mouth and shaking your head) that a verbal response is not necessary.

Continue adding commands such as "stop", "walk around", "walk forwards", "walk backwards", "turn around". When you feel the participants have a good idea of the individual commands, start giving them at a faster pace. Tell the group to stand up. After a moment, tell them to walk around. Repeat the walk command as an indication that they must continue walking until you give a different command. Vary the pace and order of commands, and finally speed them up until the participants look like they're in a film running in fast foward and reverse. The experience is tiring and funny and the commands will be remembered.

Another possible activity is to use TPR to give and follow instructions. Model the actions and instructions first. Take any

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simple activity such as getting breakfast. You can use real props or mime. Give the instructions and simutaneously act them out. Say "Open the cabinet" and act it out. Then say, "Take out the cereal" and act that out. Continue with "Get a bowl and spoon", "Pour cereal into the bowl", "Get the milk from the fridge", "Pour milk over the cereal", "Put the spoon in your hand", "Eat the cereal". Then take one participant and have her perform the actions while you give the instructions. Next, have all the volunteers act out the instructions. (This can be demonstrated in English or another language).

Here are some suggestions for TPR uses:

Vocabulary: You can use brightly colored cards on which words have been written, and flash them about so the student can see them. Color focuses attention on the cards and words. Use the objects that correspond to the words. If you have a pen, pencil, chalk and eraser, you can match up the objects and cards, and have the student repeat the names of the items. Then you can mix up the cards and match them incorrectly. Ask the student, "Is this a pencil?" while holding up the chalk and the card for pencil. Look very confused and exaggerate your movements. Shake you head and say, "No, it's not a pencil." and ask for a response.

Go through all the items until you find the correct one. When you do, look very relieved and say, "Yes, this is a pencil!" Keep the pace brisk and use many repetitions.

Dialog: (Use this technique in a group situation) Divide the students into two groups, on opposite sides of the room. Each group will be one character. First, model the dialog yourself. Next, rehearse each role with both groups together. Then, you take Role A and have one group take Role B. Then you take Role B and have the second group play Role A. The groups then do the dialog with each other, with your coaching.

Grammar: A sample lesson might be teaching prepositions. Have objects ready that the student knows, such as a pencil, table, book, and paper. Demonstrate the preposition by holding the pencil over the book and saying "Over the book. The pencil is over the book." Hold the pencil under the book and say, "Under the book. The pencil is under the book." Continue with other prepositions (on, inside, beside, through, beside, through, behind, in front of) while varying actions and ask questions. Hold the pencil under the book and ask, "over the book, or under the book?" If you get a wrong answer, give the correct answer. In this way you avoid negative reinforcement becuase you never said, "No, that's wrong." You've reinforced the correct answer instead of accentuating the wrong one.

ESL/6. OTHER TECHNIQUES: Real Life Assignments

Notes

Telling A Story: You can tell a story using TPR to act out specific motions or events. Be sure to choose a simple story with many repetitions. As you tell the story, act it out and have the students do so too. If you've told a story in which the character did a lot of traveling you could act out the walking, climbing, swimming or driving. A story with lots of emotion could have the fear, happiness or sadness acted out with facial expressions.

REAL LIFE ASSIGNMENTS force the student into the world to use the language skills she has acquired in the classroom. They are a step away from the mechanical drills, and into using language in a natural interchange.

When presenting this information you may wish to ask the group for examples of what they would consider to be a real-life assignment. After listening to their suggestion, give examples from the content section. Following the content presentation, assign participants into small groups. Give each group a case study of a student. Ask each group to design a real life assignment for their student. An additional task would be to have each group outline the preparation they would provide for the student in class. This could even include selecting a text and preparing props for the assignment.

If the assignment is well constructed, it will take into account the student's ability. The assignment should place greater demands on the student as the student's oral skills increase.

In the restaurant example, a beginning student might only make the calls to find out what hours the restaurants are open. A more advanced student would be required to find out more information.

It is recommended that real life assignments be used once every two to three weeks, or even once a month. The preparation for a real life assignment could take a few weeks in itself.

Giving your student a reason for using what she's learned is one way to reinforce that learning. Real-life assignments are one method of getting your student out of the classroom situation and into using English in the real world. In this activity, the tutor gives the student an information gathering assignment. The information can be obtained only by speaking.

For example: The student is requested to call various restaurants to find out:

1. The hours they're open
2. If a reservation is needed
3. If checks and charge cards are accepted
4. What the house specialty is

The student then has to report on five restaurants.

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Or, for a low level student, you can try this activity:

Arrange with a friend to expect a phone call. The student would simply ask to speak to the friend. This could be developed further by assigning the student more questions to ask. The student could interview the person over the phone asking questions about the person's hobbies, occupation, address, or even what she's wearing. This activity, like any activity or drill, will be most successful if it somehow addresses or is built around one of the student's real needs in life.

For example: Your beginning student has a transportation problem. You need to assist him in using the local buses. You can derive several real- life assignments from this one need.

First, you would pre-teach the important vocabulary involved in taking the bus. Next, you can develop a short dialog with a bus driver in which the student would practice asking for information regarding the bus route or for a bus transfer. The third step would be traveling with the student on the bus to her destination. The last step involves accompanying the student, but without assisting in any way by speaking.

You will need to devise assignments based on your student's needs.

ESL/7. PRONUNCIATION

Notes

Three handouts are included:

Minimal Pair Drill
List of Special Pronunciation Problems
A cross-section diagram of the vocal tract

The cross-section diagram of the vocal tract shows where most of the consonants are made. The handout shows the placement of the English vowels as well as the further division of the consonants.

Tutors should avoid placing too much emphasis on pronunciation. They do not want to scare the student out of opening her mouth. Students should be corrected specifically on mistakes that could affect meaning.

English Sounds:

Depending on the amount of time available, you may wish to present the following background information to volunteers.

> Sounds in English are divided into two basic groups, consonants and vowels. Consonants may be further divided into voiced and unvoiced, stops and continuants. Voiced sounds (including all vowels and voiced consonants) are produced by strong vibration of the vocal cords, while voiceless consonants have relatively little vibration of the vocal cords. For example, the sounds of d, k, t. Stops are make by blocking the passage of air from the lungs in the same way, like the sound of t, while continuants, like s, have relatively little obstruction. Stops cannot be held for too long, while continuants may "continue" as long as the speaker has a breath. Fricatives are continuants with a large amount of friction caused by almost blocking the airway. Nasals are made using the air passage, in the nose along with the mouth. Linguals (liquids) are made with the body of the tongue. Glides are made with the minimal amount obstruction, still labled as a consonant.

You can demonstrate voiced/voiceless consonants by asking participants to put a hand on their throats. Then ask them to say the sound of d. Volunteers should feel the strong vibration of the vocal cords. Next ask the group to say the sound of t. They should not feel the vibration as strongly. Stop/continuants can be demonstrated by asking the tutors to try to continue the sound of t. They will not be able to. Ask tutors to try to continue the sound of s. They can, of course.

Possible Problems

It is very important that the student be able to pronounce English clearly so that she may communicate effectively. However, it is not necessary to concentrate heavily on pro-

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nunciation exercises during every lesson. Start these exercises well after the first lesson for a beginning student. The primary consideration is that the student successfully practice English. Then, and only then, should the tutor worry about pronunciation.

Some English sounds cause problems for almost every non-native speaker. These sounds are uncommon in other languages, unlike p or t, which occur almost universally. The difference between long vowels like e, as in beet, and short vowels like i as in bit, is hard for new speakers of English. The consonant sounds that wreak the most havoc among English learners are r and the the two sounds of th, as in thumb or the.

Specific pronunciation problems for particular students can also be caused by interference from the student's native language. For instance, Spanish does not have any words beginning with s, just words beginning with es, like Espange, (Spain). So Spanish speakers tend to put a short e sound before English words starting with s-- "I espeak Espanish." The handout details other specific problems that various non-native English speakers have.

The best way to find out whether a student has a particular pronunciation problem is to listen to the student's English. REMEMBER: concentration on the mistakes that could lead to misunderstandings. Then determine whether the student can hear the difference. Once that is established, you'll know where to start.

It is a good idea for you to pay attention to how you make the sounds so that you can explain them to your students if necessary. This should only happen if the student cannot pick up the sound by hearing it repeated over the course of several lessons. The long vowel sounds take longer to say than the short ones. You might emphasize the length of low vowels and the shortness of short vowels to make it easier for the student to hear the difference.

Give the participants the "List of Special Pronunciation Problems". Ask them to put a hand over their throats and practice the sound of th as in the, then the sound of th as in thumb. What's the difference? (The first one is voiced, the second one is unvoiced.)

You may also group participants and give each group a particular pronunciation problem related to a case study. Ask each group to arrive at some possible activities to work on the problem of their case study student.

Example: Mrs. R. is from Mexico. She confuses the sounds of /ch/ and /sh/. What things could you do to help her?

ESL/7. PRONUNCIATION

Notes

The "list of Special Pronunciation Problems" will give you other ideas for case studies.

Minimal pairs are the basis for most pronunciation drills. it is a good idea to work on only one sound contrasts at a time. for instance p/b, t/d and k/g one day, w/v, j/y and d/th another day. The tutor should be sure she practices the contrasts in three positions, in the beginning, middle and end of the word.

A minimal pair is a set of two words which sound almost alike. They differ only by one sound, for instance, pit/bit. These minimal pairs are the basis for most pronunciation drills. After working with a student for a number of lessons you will probably have an idea of what sounds the student finds difficult. You decide which two sounds to work on for the particular drill, then compile several word pairs which contrast only in those two sounds, like pit/bit, bet/beat, tap/tab, clapper/clabber.

You can follow these three steps in reinforcing the difference between two sounds.

1. Isolate one of the sounds and repeat it two or three times while the student listens. (-p-p-p). The students repeats sound, you then say a word containing the sound and have the student repeat it (-pit-pit).

2. Isolate the constrasting sound and repeat it two or three times while the student listens. (-b-b-b). Your student repeats the sound. You repeat a word containing the contrasting sound and have the student repeat (-bit-bit).

3. Repeat the word with the first sound twice (-pit-pit) followed by the same word, "same". The student repeats. Contract the minimal pair, (pit-bit) followed by the word "different". Have the student repeat it.

When this cycle is completed, you can continue to reinforce this particular contrast with the rest of the minimal pairs. Once the pairs are sufficently distinguished, you can then check the student. Repeat a minimal pair, followed by the question, "Same or different?" (Exaggerate the question intonation for very beginning speakers of English.) The student should reply, "different". You can also say the same word twice followed by "Same or different?" The student should then answer "same". Vary the cue, sometimes saying the same word twice, sometimes the minimal pair. This exercise is an effective check to make sure that the student does indeed hear the difference.

If the student has problems understanding the difference between "same" and "different" the tutor can give the student clues

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holding up squares of colored paper the same time that they repeat the words. At the time the tutor repeats -pit- she holds up two blue squares. When the tutor repeats -bit-bit, she holds up red squares. When the tutor repeats minimal pair, -pit-pit, she holds up blue squares. When the tutor repeats -pit-bit she holds up a blue square and a red square. Then, when the tutor starts the check exercise she says "-pit-pit", "same or different?", she can hold up two blue squares and the student will have a visual clue. Likewise if the tutor says "-pit-bit-, same or different?", she can hold up a blue square and a red square.

Tutors may also use the "same or different" procedure as a preliminary test to find out what sounds the student is not sure of. The tutor makes a list of minimal pairs, mixed with pairs of the same words. The tutor can then repeat the list, asking same or different after each pair. The mistakes that the student makes show what sounds the student has problems with.

After lecturing, you may want to have participants name some other minimal pairs to make sure they have the idea. Hand out the "Minimal Pair Drill". To demonstrate the minimal pair drill, pick a volunteer to be the "student", an assistant trainer would be best. You play the tutor. Go through the steps eliciting the significant responses from the "student". You should have some colored squares on hand to demonstrate the minimal pair drill with visual clues if needed. After the first demonstration, ask for questions from the tutors. Demonstrate one more time, asking the trainees to watch for the three steps of the drill. Allow time for a short question period, then divide the group into pairs. Each pair should receive two contrasting sounds to practice. Ask each to take turns playing "tutor" and "student;" teaching one another the two sounds using the minimal pair drill.

Some minimal pairs to distribute to participants are:

r/l--rag, lag	w/v--wine, vine
e/i--beat, bit	a/e--bat, bet
o/o--hop, hope	t/d--bat, bad
k/g--rack/rag	y/j--yoke,joke

Minimal Pair Drill

1. The tutor says the first sound she has chosen to isolate and then a word which highlights that sound.

   Tutor says: /e/, /e/, /e/
   beat, beat, beat

   Student repeats: /e/, /e/, /e/
   beat, beat, beat

2. Tutor says the second sound she has chosen to contrast with the first sound.

   Tutor says: /i/, /i/, /i/
   bit, bit, bit

3. The Tutor checks to make sure student can distinguish between the two sounds.

   Tutor says: seat/seat - same
   seat/sit - different

   Student says: seat/seat/ - same

   Tutor says: seat/sit - different

4. The tutor may continue the pronunciation drill as above going from sounds which are very different from one another (coat/cat) to those that are close (beat/bet).

List of Special Pronunciation Problems*

All Students:
vowel sounds; stress and intonation
r sound - rip, tar, very, borrow
th (voiceless) - thumb, bathtub, tooth
th (voiced) - this, that, mother, weather, bathe

Most Students:
s (voiced) - rose, maze, buzz, razor, cousin, eyes
s (unvoiced) - so, sun, glass
t/d - time, letter, bat; dime, ladder, bad
w/v - wine, sandwich; vine, invalid, stove
j/y - jew, jet, joke, judge; you, yet, yoke
sh/ts - shoe, sugar, shell, cash; plurals cats; 3rd person sing. let's
l/r - lice, jelly, bell; rice, very, car

Words of more than one syllable
initial and final clusters (blew, blow, skin, desk, fourth, etc.)
final stops

Aisian Students:
Initial, medial and final l/r confusion (see most students)
l/r cluster confusion

flour	glad	blow	etc.
friend	grass	bread	

final clusters especially (ks) box
(kt) act

Chinese Students:
all the vowels
b - bed, table, tub
d - duck, ladder, bed
g - goat, wagon, dog
v - very, eleven, stove
th (voiceless) (see all students)
th (voiced) (see all students)
all final consonants except (pin and ring)
h/sh - hat, birdhouse; shop, seashell, dish
sh/ts - (see most students)
y/z - you, barnyard; zebra, rose eyes

French Students:
oy - toy, coin, oyster, employ
h - hat, birdhouse
y - you, barnyard
i/ee - sit, pretty, busy; eat, feet, tree
pull/food - hurt, word, moon, shoe, rule
th (voiceless) the (voiced) (see all students)
ch/sh - chin, hatchet, watch; shop, seashell, dish
s/t/th (voiceless) - sun, basket, bus; top, letter, rat; thumb, bathtub, bath

List of Special Pronunciation Problems (continued)

German Students:
- th (voiceless) (see all students)
- th (voiced) (see all students)
- p/b - pig, apple, cup; big, table, cub
- d/th/th - duck, ladder, bed; thumb, bath; that, bathe
- w/v (see most students)
- j/y (see most students)
- ch/sh (see French Students)

Italian Students:
- h - hat (see French Students)
- eat/it (see French Students)
- pull/food (see French Students)
- th (voiceless) (see all students)
- th (voiced) (see all students)
- s/sh - sing, basket, bus; shop, seashell, dish
- initial clusters fl, pl, bl; final clusters nt. nd, ld, etc.

Japanese Students:
- All vowels; all clusters or blends
- th/th (see all students)
- w/v (see most students)
- l/r (see most students)
- sh/ch (see French Students)
- f/h - fat, safe; hat, birdhouse
- s/sh - so, sun, glass; shop, seashell, dish
- t/ts - light, wet, let; lights; wets, lets

Polish Students:
- long vowels, dipthongs
- w - window, wall, awake
- l - lamp, jelly, bell
- final w/l - window, widow; bell, call
- g/k - go, wagon, dog; cat basket, book
- Vowel sound but, hundred, love, does

Spanish Students:
- let/ate - red, head; hate, wait, ray, break
- it/eat - ship, live, slip, hit; sheep, leave, heat
- pull/but - good, wolf, would; cup, love
- b/v - bed, table, stab; very, invalid, evil, stove
- s/sh/ts - bus, dish, cats
- s/z - seal, rice, price, zeal, rise, prize
- Final voiced consonants and blends - b, d, g, ng, m, n, etc.

Teaching English as a Second Language to Adults: Prepared by
Vincent Fausto
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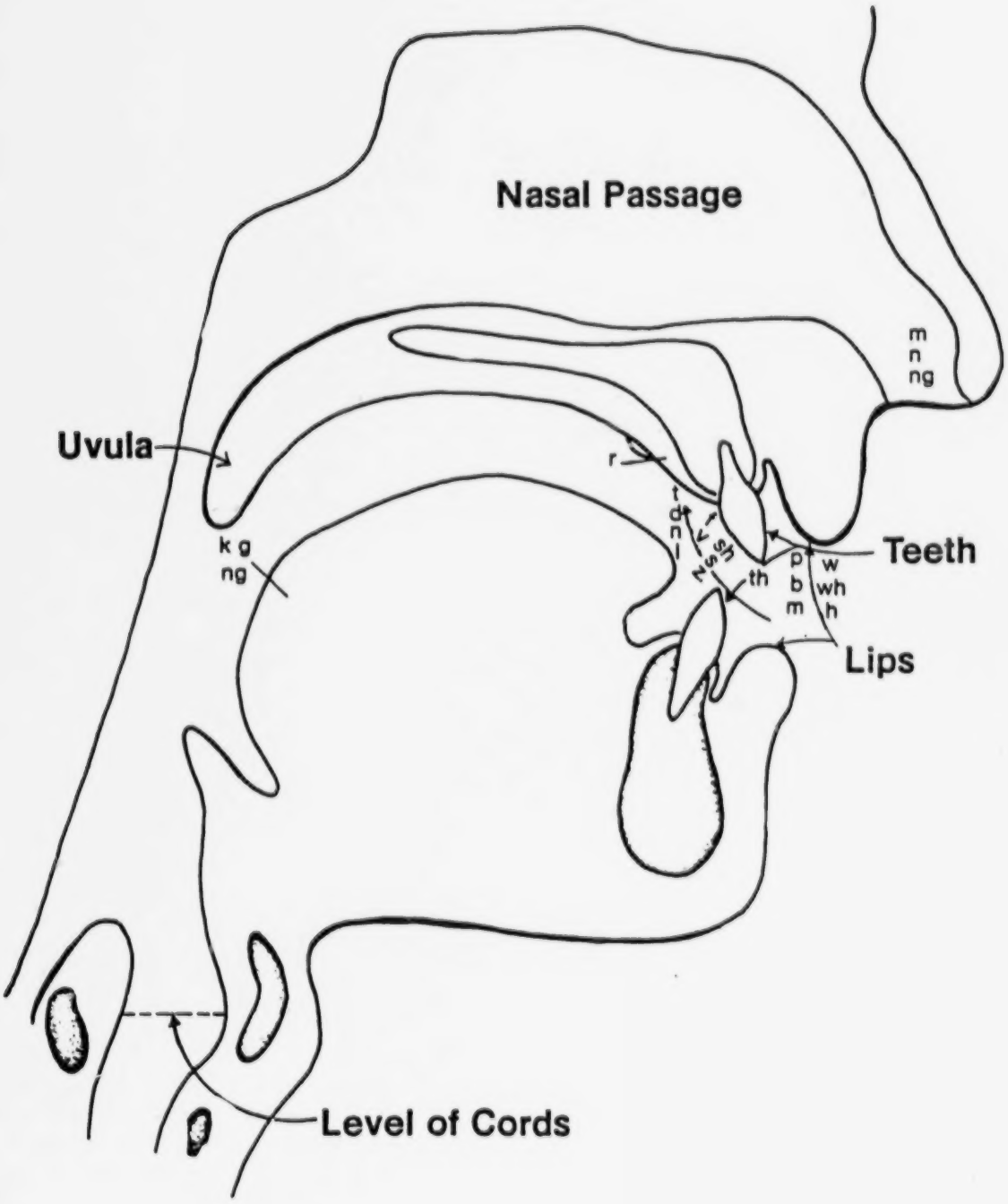
*Adapted from a chart in Mary Finocchiaro, Teaching English as a Second Language, Harper and Row Publishers, p. 371.


Nasal Passage
m
n
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k g
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zh
th
Teeth
p
b
m
w
wh
h
Lips
Level of Cords

ESL/8. ESL READING

Notes

Reading is not usually dealt with in ESL texts. Authors and publishers seem to assume that the student can already read and comprehend written English. In many cases students who seem to be able to "read the text" are not comprehending what they are reading. These students are merely sounding out words which convey no meaning to them. For students who have limited or no English reading skills at all, the textbook is going to be of little value.

We feel the best method of developing an ESL student's ability to use reading clues is through the Language Experience Approach. Working from your student's oral vocabulary, which is the basis for the language experience approach, is a very effective way to teach the use of all word analysis skills.

Some ESL students may be from backgrounds in which reading is done from bottom to top or from right to left. It may be necessary to establish the understanding that in English, reading is done from left to right and from the top of the page to the bottom of the page.

A sound oral vocabulary is the most important prerequisite for reading English. The ESL student must learn American phonics generalizations, but sounding out words which are not in her oral vocabulary is just an exercise in pronunciation.

The ESL text you use with your student will most likely contain little or no information about how to teach her to read or how to improve her present English reading skills. We'll briefly discuss reading prerequisites before talking about methods for teaching reading skills.

Be sure that your student understand that in English, reading is done from the left side of the page to the right side of the page and from the top of the page to the bottom. This can be done quite simply by making a card to frame phrases and moving it across the page from left to right. Do not use this technique any longer than needed.

The words your students speaks and/or understands in English provides a good basis for reading instruction. The beginning student should have an understanding of word meaning before approaching the word in print. When working with an ESL student, the development of a sight vocabulary should preceed any work with phonics.

Notes

ESL/8. ESL READING DIAGNOSIS

We suggest that your diagnosis section include any of the following depending on time constraints:

a) a description of the evaluation tools used by your program and what they tell you about the student's reading ability in English.

b) an overview of and directions for using the reading criterion and competency checklist.

c) a case study of a real student, or of a typical student in your program.

d) and any informal methods which you wish your volunteers to use individually with their students.

When diagnosing the ESL student in reading, it is important that the test evaluate comprehension rather than pronunciation. It is useless to have the ESL student read a list of words and base your diagnosis on that reading alone. Correct pronunciation does not imply comprehension. So, the task is to find a tool to use which will evaluate both recognition and comprehension. We suggest an Informal Reading Inventory (IRI).

Your volunteers may want to use a modified version of an IRI with their student. This consists of selecting reading materials at three or four levels, extracting a list of 10 to 20 vocabulary words, and a passage of 75-200 words from each level depending on the difficulty of the passage (lower levels should be shorter). The tutor will need to formulate four to five comprehension questions for each passage. The tutor would then ask the student to begin reading words from the easiest list. The tutor notes the incorrect responses next to missed words. When the student misses half of the words on a list, do not proceed. STOP, the next list would not be appropriate.

Now the student would read the passage which corresponds to the list for which she could red 80-90%* of the words correctly.

(*When using an IRI with a native language reader these criteria are usually much higher.)

Again, the tutor should note what the student says when missing a word. The tutor should also note if words are omitted, added, or if there are repetitions of a word or part of a word. Upon finishing the passage, the student is asked the comprehension questions.

Two handouts are included with this section:

Reading Checklist
Life Skills Checklist

The Reading Checklist can seem very confusing to a volunteer. For that reason the following methods for its use are suggested:

ESL/8. ESL READING DIAGNOSIS

Notes

*Pass out the checklist before presenting the content. Have volunteers look it over while it is being discussed. Give them instructions to look for terminology which is new to them. After your discussion, answer any questions.

*Pass out the checklist after discussing its uses. Ask volunteers to rate their reading skills using the checklist. Discuss responses and answer questions.

The Reading Checklist is for you, as a tutor, to use in evaluating your student. It is divided into four major areas:

a) Alphabet
b) Sight vocabulary
c) Word analysis
d) Comprehension

As you work with your student, you will become aware of the reading skills she possesses. Note these on the Reading Checklist. In this way you can chart your student's progress and pinpoint specific areas for future instruction and remediation.

It is possible by using reading tests and the reading checklist together to assess the student's knowledge of: phonics, structure clues, sight words, context use, and comprehension of what is read in English.

The Life Skills Checklist should also be used by volunteers during the workshop so that they can use it with their student to assess needs and plan lessons. Following are some suggestions:

*Divide your participants into small groups. Ask them to list 10-15 kinds of reading and writing tasks people face in everyday life. Have each group share their top five with the other groups. List the ideas on board by Life Skills Checklist categories. Do not title categories, but ask participants to generate topic headings. After this activity, pass out the Checklist so participants can compare their list. They can insert new items under appropriate headings.

*If you have time (approximately 15 minutes), divide participants into small groups. Assign each a different topic from the checklist. Ask each group to choose five reading and writing tasks to fit their topic. Upon completion, each group shares their ideas. Pass out the Life Skills checklist for comparison and insertion of new items under appropriate headings.

As a teacher, you are concerned that your student is learning "reading skills", but more important is whether she can apply those skills in her everyday life. The competency checklist can assist you in answering this question.

ESL/8. ESL READING DIAGNOSIS

This checklist is organized by life skills categories. These are some of the possible situations which the student may take in our English speaking environment. You may with to add other topics or listings. By using this checklist in combination with the student's expressed needs and goals, you should be able to answer the question, "What does my student need to learn?"

Notes

Life Skills Checklist

	Date of Observation			
1. Personal Information:				
Student can read interview forms				
Student can complete interview forms unassisted				
Student can read and write name, address, and phone number.				
Student can read and write age and dates				
Student can provide educational information in writing				
Student is able to write directions to home or can draw map				
2. Medical/body				
Student can use phone book to make medical appointment				
Student is able to read information on medicine containers				
Student can read and complete medical interview form				
Student can write previous medical problems				
Student can write previous medicine received				
Student can read payment-billing information provided by medical agency				
Student can read insurance forms				
Student can complete insurance forms				
Student can read hospital release forms				
3. Shopping:				
Student can read signs in stores				
Student can read ads in newspapers				
Student can write checks				
Student can read ingredients on cans and labels				
Student can read and complete credit applications				
Student can read receipts				
Student can read lay-away agreements				
4. Transportation:				
Student can read street signs				
Student can read bus, train, plane schedules				
Student can read city maps				
Student can read road maps				
Student can read driver's manual				
Student can read driver's test				
Student can read directions in terminal buildings				
Student can read and complete insurance forms				
Student can read and complete forms necessary for licensing car.				

Life Skills Checklist

Date of Observation

5. **Money:**

Student can read and write checks
Student can read bills received
Student can read receipts
Student can read information regarding banking hours
Student can read correspondence with credit card. companies
Student can read and complete credit applications
Student can read and complete loan applications
Student can read interest agreements
Student can read information regarding banking services and cost

6. **Clothing:**

Student can read clothing care labels
Student can read directions on clothing care products
Student can place order through catalog
Student can read directions on clothing care appliances
Student can read signs in laundromat or drycleaning establishment

7. **Classroom/educational**

Student can provide necessary information on interview form
Student can read directions in texts and workbooks
Student can use charts and graphs to obtain information
Student can use audio-visual materials
Student can use library catalog
Student can use library to obtain books for classes and recreational reading

8. **Time:**

Student can read work schedules
Student can read transportation schedules
Student can read time-related abbreviations (i.e., in newspaper ads, personal and business correspondence)

Life Skills Checklist

Date of Observation

9. Food and meals:

Student can read recipes and follow them correctly
Student can read food labels
Student can read ingredients on food labels
Student can read menus
Student is able to read signs in stores and restaurants (i.e., location of foods, check cashing procedures)

10. Employment:

Student can read employment ads in newspaper
Student can read work-related abbreviations
Student can read work related materials:
- Student can read office, factory, job rules and regulations
- Student can read on-the-job instructions
- Student can read personnel policy
- Student can read employment contract
- Student can read benefit plans
- Student can read work-related publications
- Student can read on-the-job correspondence

Student can read and complete interview forms
Student can write resume

11. Furnishings:

Student can read furniture labels
Student can read instructions for use and installation of appliances
Student can read warning labels on appliances
Student can read directions for care and maintenance of furnishings
Student can read guarantees and warranties

12. Government:

Student can read and complete social security application
Student can read and complete voter's registration
Student can read ballot
Student can read newspapers
Student can read and complete income tax form
Student can use phone book to find agency for consumer or legal assistance

Date of Observation

13. **Entertainment/Recreation**

Student is able to read and write invitations
Student is able to read and write personal letters
Student is able to read recreation/entertainment section of newspaper (i.e., movies schedule, etc.)
Student is able to read signs in recreational facilities (i.e., ski rental, roller rink, etc.)
Student can read and complete forms for membership in organizations

READING CHECKLIST

Date of Observation

I. ALPHABET

Recognizes and names upper case letters
Recognizes and names lower case letters
Can say alphabet from memory
Can write alphabet by copying
Can write alphabet from memory

COMMENTS

II. WORD ANALYSIS

Phonics

A. Consonants

Can visually differentiate consonants from vowels
Can say one sound for each consonant
Recognizes consonant position auditorially in words:
- initial
- media
- final

Can blend consonants (bl, cl, etc.)
Can say consonant digraphs in words:
- th
- ch
- sh
- sh
- ng

Applies rules re: hard & soft "g" in words
Applies rules re: hard & soft "c" in words
Applies rules re: hard & soft "s" in words
Recognizes when "k" and "g" are silent in words

B. Vowels

Can say vowel names
Can say short vowel sounds
Can say long vowel sounds
Can say double vowel sounds in words:
- oy/oi
- ow/ou
- oo/oo
- au/aw/all
- ew

WORD ANALYSIS

Phonics

Vowels continued

Date of Observation

Can say "r" controlled vowel sounds in words:
- ar
- er
- ir
- ur
- or

Applies final "e" rule
Recognizes final "y" sounded as long "i"
Recognizes final "y" sounded as long "e"

COMMENTS

Structure

A. Compounds

Can recognize the 2 words in a compound word
Can put 2 words together to form a meaningful compound

B. Contractions

Recognizes that 2 words form contractions
Can form contractions from 2 words correctly

C. Syllabication

Can hear syllables in words
Can name the vowel sound in each syllable
Can divide two syllable words:
- between double consonants
- between different consonants
- between a vowel and a consonant

Can divide words of 3 or more syllables

D. Root Words and Affixes

Can separate root or stem from inflectional endings:
- ed
- ing
- s or es

Can name common prefixes (dis-, re-, un-, in-, ex-, im-, pre-, en-, com-, con-, pro-)
Can name common suffixes (-ful, -ly, -less, -ness, -tion, -ment, -ance/-ence, -ant/-ent, -ous/-ious, -able/-ible/-ble, -al, -ive)
Can separate root form prefix
Can separate root from suffix

Date of Observation

WORD ANALYSIS
Structure
Root Words and Affixes continued

Can apply knowledge of prefixes to decode unknown words
Can apply knowledge of suffixes to decode unknown word

COMMENTS

Context

Can apply context with a phonics clue to determine unknown word
Can use context to determine meaning of nonsense word
Can use context alone to determine meaning of unknown word (cloze style test):
within same sentence
within same paragraph

Can use word analysis skills in conjunction with one another to decode unknown words

COMMENTS

III. SIGHT VOCABULARY

A. Dolch List

Can read pre-primer list
Can read primer list
Can read 1st grade list
Can read 2nd grade list
Can read 3rd grade list

B. Can read "The Functional Adult Reading List"

C. Can read life-related vocabulary

COMMENTS

Date of Observation:

IV. COMPREHENSION

A. Reads for meaning

B. Can answer literal level questions:
   after listening to story, article, etc.
   after orally reading story, article, etc.
   after silently reading story, article, etc.

C. Can answer inferential level questions:
   after listening to story, article, etc.
   after orally reading sotry, article, etc.
   after silently reading story, article, etc.

D. Can answer critical level questions:
   after listening to story. article, etc.
   after orally reading story, article, etc.
   after silently reading story, article, etc.

E. Can retell story or plot:
   in chronological order
   after listening to story, article, etc.
   after orally reading story, article, etc.
   after silently reading story

F. Can distinguish fact from opinion

G. Creates questions for further reading

H. Can organize information presented in written material in a meaningful way

COMMENTS

ESL/8. READING/THE LANGUAGE EXPERIENCE APPROACH

There are three handouts to be used with this section. They are:

Steps for Taking a Language Experience Story
Language Experience (two language experience stories from ESL students)
Story written by tutor for an ESL student

Language experience was pioneered by Sylvia Ashton-Warner in the 30's and 40's in New Zealand. Her experiences are documented in her book, Teacher. The idea is that language arts have been taught in a fragmented manner such as teaching reading first and at a later time graduating to writing. Educators hope that by osmosis, magic or intelligence, students would integrate these skills.

In order to change the fragmented manner of language arts teaching/learning, the whole communication process must be seen as inter-dependent. Reading, writing, speaking and listening are all aspects of the same process.

Because of the interdependence between these skills, the following goals are important: the language of reading materials should represent the student's speech patterns and reading instruction should be based upon the relationship between spoken and written language.

Language Experience directs itself to these goals. With Language Experience, reading has more meaning because the material being read is rooted in the student's own life and uses her own language patterns. Language Experience places equal emphasis on listening, speaking, reading and writing.

A language experience story is a story a student tells about something she has done or knows about, or even something she hopes to do in the future. Pictures or other stimuli can also be used.

The educator most people associate with the language experience approach is Sylvia Ashton-Warner. She used a variation of this technique when working with the children of the Maori tribe in New Zealand. Her approach in teaching reading proved successful where the British readers had failed.

Language experience works because it links all the communication skills: listening, speaking, reading, and writing. It also uses the student's oral vocabulary and the student's speech patterns.

There are many methods for taking down the student's story. You may adapt them in any way which feels comfortable in working with your student.

The basic procedure is a five-step process. Before beginning,

Notes

The Maori children she worked with were unable to relate to the childrens' stories in British readers

Notes

you should have materials ready. Use paper, pen, or pencil and carbon paper so that you'll have copies for your student and yourself.

First, ask questions. Any simple questions will do. For example, "What do you like to do best?" or "What do you do in the morning?"

Next, listen to the answers. For the above questions you might get, "I like to sew dresses" or "In the morning I comb my hair."

With beginning ESL students the tutor does not copy down grammatical errors, but corrects them as the student makes the mistake. The student is asked to repeat the corrected sentence. By writing the correct version, correct usage and grammar are being taught

Depending on your student's level, keep asking questions until you have completed the story. Keep the story short for a low level student. If your questions aren't getting good answers, vary the questions. Examples: "What do you do in the morning?" "Do you eat breakfast them?" "If you don't eat breakfast, what do you do?" "Do you have coffee?".

When you complete the story, ask your student to pick out a key sentence, the sentence she likes best. Then ask her to pick the most important words. Underline those words and print them separately on flash cards. The card can be any size that's comfortable.

Hold up each card and ask your student to say the word. Then ask your student to take the card and find its duplicate in the sentence. Repeat this for each key word. When all key words are matched, ask the student to read the whole sentence.

Next, remove the flash cards from the sentence, ask your student to read the words in isolation away from the sentence.

Repeat this procedure for the remaining words in the key sentence. When you have made flash cards for all the words in a sentence, you can mix them up and ask the student to arrange them in correct order, that is, the order of the original sentence.

Repeat all these steps with the remaining sentences in the story. When your student can read all the sentences, the experience story is done.

Notes

The purpose in making flash cards and later mixing them up is to make sure that the student is actually reading the word and not just memorizing it from the context in the story.

If the student picks words that are especially meaningful to her, it's more likely she will recall them. The words gain importance as a connection is made between oral and written vocabulary.

When discussing the basic procedure for taking a Language Experience Story, use a blackboard or actual paper with carbons to illustrate the process to the participants.

Demonstrate the technique for the participants by having an assistant role play. The person who plays the student should strive for typical answers and mistakes. For instance,

TUTOR: What do you eat in the morning?
STUDENT: Eat? I eating breakfast.

T: I eat breakfast.
S: I eat breakfast.
T: What do you eat for breakfast?
S: I eating oranges.
T: I eat oranges.
T: What else?
S: I eat cereal and milk
T: Good. Do you drink anything for breakfast?
S: Yes. I drink tea with lemon.

Write in large print. Write the answers on the board or paper and continue in a questions/answer format until you have 3 to 5 sentence language experience stroy. Underline key words on the blackboard or demonstrate the rest of the procedure by making flash cards to show participants.

Again, stress that you will not copy down errors but correct them as the student makes the mistake. By writing the correct version, you are reinforcing correct usage and grammar.

Tell participants to keep asking a variety of questions in order to get a good language experience story. If one set of questions doesn't work, try another subject.

After the demonstration: divide participants into pairs and have each take roles as student and tutor and write a language experience story. Have them change roles so each person has a chance to be both tutor and student. Stress that a very simple story if acceptable.

When done, share the stories. Discuss the difficulties participants found in obtaining a story.

Notes

There are advantages and disadvantages to the basic method of Language Experience.

The student can have immediate success since her initial encounter with reading depends on recall of words just said. The student discovers written words can be as intimate and informal as spoken words. Language Experience gives a student power. They learn what is though can be said, what is said can be written, what is written can be read.

The only disadvantage of the dictation method is that you have to take words down in longhand which can be time consuming. The student may have to speak more slowly or repeat words for you to get the sentences down verbatim.

An alternative to the dictation method is the transcription method. here, you ask questions and tape the answers, which you later transcribe onto paper. The rest of the procedure is the same as the dictation method.

Here the emphasis is on speaking before reading. This works very well with ESL students. The student reads only those words she can use orally. The student can also hear her own voice which is important for the more advanced ESL student.

Transcription is very time consuming for the tutor. Though recording the story is fast, transcribing can take up to three times as long as the recorded story itself. Also, the student doesn't see the words take form on the paper as she says them. You'd have to take the tape home to transcribe it and bring back the written story during the next lesson. Lastly, some students may be self-conscious about talking into a recorder or hearing their own voices.

There are variations to the basic Language Experience story which can be used successfully with ESL students.

a. Based on your own knowledge of the student, you can write a story about her, utilizing what vocabulary your student does know plus new words important for survival skills.

(Mrs. S. handout) Mrs. S. understand some English, speaks very little English, and cannot read. Her tutor knew enough about her to write this story. Each paragraph was written at a seperate lesson, then typed out into the finished form you see here. With some help Mrs. S. was able to read and understand the stories. The tutor made flash cards for difficult words and worked on vocabulary this way. The story is important and relevant to Mrs. S. because it's about her life. The tutor worked on teaching days of the week, which appear in the first paragraph, and proper names such as Yak Estates and Kentucky Fried Chicken. These are important words for Mrs. S. to know. The tutor worked on numbers and money in the third paragraph. In the fourth paragraph she worked on

Notes

the proper names again, as well as colors (green) and numbers (eight hours). All the information in the story is necessary for Mrs. S. to develop her survival skills. The new vocabulary is not difficult for her, and she begins to gain confidence in her ability to learn a new and difficult language.

b. You can use language experience in conjunction with ESL textbooks and vocabulary.

c. You can bring photos or magazine pictures and ask your student to tell you a story about them. After you have met with your student for a few weeks or months, she may bring out her own photos and tell you about them.

d. You can read a story or a newspaper article to your student and them ask her to retell it in her own words.

Language Experience is open-ended and inherently creative. It is limited only by your student's vocabulary and by your knowledge of the student.

The fear of not reading the language of others is reduced as the student discovers that:
what is thought can be said,
what is said can be written,
what is written can be read.

For the variations of the language experience method, you may want to have participants make up a story similar to the Mrs. S. handout based on the case studies they received earlier.

You may also give the participants more hand-on practice with language experience by pairing them off again and passing out photos or magazines. Have them take roles and write stories based on the pictures.

STEPS FOR TAKING A LANGUAGE EXPERIENCE STORY FOR AN ESL STUDENT

First Session:

1. Student dictates a story about a subject of interest to him/her. You may have to elicit the story by asking questions, providing a picture or some other stimulus.

2. The tutor corrects the grammar as needed and writes down the corrected version, after the student has repeated it. (Remember to use carbon paper so you can each keep a copy).

3. The tutor reads the story back to the student, asking if there are any changes or corrections. (This step may be omitted for more advanced students).

4. The student reads the story back to the tutor. Unkown or difficult words are supplied by the tutor as needed.

5. The student is given a copy of the story to take home and study. The tutor keeps a copy to use for future lesson planning.

Future Sessions:

1. Review the story by rereading it. Underline key words, selected by the student.

2. Provide reinforcement activities. Match the key words written on cards to the key words in the story. Make flashcards of the difficult words. Ask the student to sequence the sentences in the story. Ask the student to sequence the words in a sentence or use the words to make a new sentence.

3. Use language experience stories to teach the student to use a variety of reading clues: phonics, structure, and context.

4. Use the stories to develop use of English grammar.

Language Experience

Drinks - Chinese Student

I drink Grand Marnier.

I drink beer. I like Oly.

Sometimes I drink Lambrusco.

Sometimes I drink soda.

I drink Coke and root beer.

I don't like coffee.

I like tea. I drink many teas.

I drink Chinese tea.

I drink Jasmine tea.

I don't put milk in the tea.

I don't put sugar in the tea.

I drink vanilla milkshakes and chocolate milkshakes.

My Morning — Spanish Student

In the morning I comb my hair. I brush my teeth. I wash my face with soap and water.

i put on my blue pants, my green blouse, brown socks and black panties. I put a scarf on my neck. I put my hat on my head. I put my parka on my body. I put my brown boots on my feet.

Before I put my clothes on, I make my bed. I eat breakfast. I eat cereal with milk for breakfst. José drinks hot tea with his viatamins.

After I eat breakfast and put on my clothes, I go to the garage. I get in the car and go to work.

Mrs. S works. She works on Monday, Tuesday, Wednesday, Thursday, and Friday. Sometimes she has to go to work on Sunday. Mrs. S. works at Kentucky Fried Chicken. She works in the kitchen. She makes salads. She makes coleslaw and potato salad. Mrs. S. is a kitchen helper.

Kentucky Fried Chicken is downtown. Mrs. S. lives in Yak Estates. Mrs. S. has to spend an hour and a half on the bus in the morning. She has to spend an hour and a half on the bus in the evening. She words eight hours. Mrs. S. has a long day.

Mrs. S. takes the bus to work. The bus is a city bus. It costs 75¢ to ride the bus in the morning. It costs 75¢ to ride the bus in the evening. Mrs. S. spends $1.50 a day to take the bus to work. Mrs. S. pays $30.00 a month to take the bus to work.

Mrs. S. works at the airport. He works for Pacific-Alaska Airlines. Mrs. S. drives to work. He drives his car. It is a green car. Mr. S. spends one hour driving to work in the morning. He spends an hour driving home in the evening. Mr. S. works eight hours a day. Mr. S. has a long day.

Story written by tutor for Korean student

ESL/8. USING LANGUAGE EXPERIENCE TO DEVELOP OTHER READING SKILLS

Notes

Language experience stories are a meaningful context in which to teach word recognition skills, as well as to develop vocabulary, comprehension and English grammar usage.

The student's stories enable the tutor to teach new ideas and concepts from previously acquired information. Since the tutor cannot often speak the student's language, this progression of known to unknown is very important. It can be difficult to reinforce these skills using texts designed for the native English speaker.

The handout provided with this section is "Using Language Experience To Reinforce Other Skills"

You can demonstrate the use of a language experience story to develop all reading skills, by "walking" workshop participants through the exercise. Use a language experience story written by one of your students or the handout included here.

Copies of your student's language experience stories can serve as the basis for future lessons. The lessons can focus on developing:

phonics skills
sight word vocabulary
use of word structure
context skills
appropriate grammar usage
and comprehension

It is useful to build up an ESL student's sight vocabulary. Sight words for the ESL student should be based upon the student's expressed needs, interests and acquired oral vocabulary. Sight words are an important key in developing the ESL student's reading fluency.

If your tutors wish to develop specific sight vocabulary, they can design the questions to elicit a Language Experience story containing some of those words.

Sight words are words which a student does not have to decipher when reading. There are two types of sight words, those which are not phonetically regular and cannot be sounded out (i.e., was, who, thought) and all those words which have previously become a part of your reading vocabulary.

Deciding which sight words to teach first depends on the needs and interests of your student. These can be medical words, job-related words, or high utility words (a, the, and, myself, them). Other important words would be those which appear on traffic and warning signs and words on applications and forms. Each student's sight vocabulary needs

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will be different. You will be making this decision. Remember, the words must also be in the student's oral vocabulary.

Use the story vocabulary to introduce new sight words related to the lesson. For example, if the story talks about a dog and cat, the student may want to learn how to read words for other pets, like parrot or goldfish.

Or the student could underline words in the story that she does not know and make flash cards of those.

If the student has a large vocabulary, it makes sense to begin teaching the use of phonics clues early in reading instruction. However, it your student's oral vocabulary is limited it is better to develop her sight word recognition first.

Phonics is teaching the sounds that letters or groups of letters represent. It's often called the sound-symbol relationship.

Upon sounding out the word, the reader expects to recognize the word from her oral vocabulary. This is where problems may arise. When an ESL student applies phonics rules in reading, the successful pronunciation of the word does not necessarily imply comprehension of that word. If the word is not in your student's vocabulary, she is merely sounding out a nonsense word. As your student's oral vocabulary increases, the teaching of phonics generalizations can become more valuable.

a. Ask the student to find all the words in the story with a particular sound, whether initial, medial or final. For example, in the story about Mrs. S., she could find all the words that begin with /s/ sound. Have the student (or tutor) write words on flash cards. Have the student group flash cards by the first <u>two</u> sounds. For example, if the student had found all the words with the initial <u>b</u>, the <u>bo</u> would go in one pile, <u>ba</u> in another.

b. Ask the student to find words in the story that rhyme.

c. Pick out a word in the story like "ball". Teach rhyming combination with these words as the base pattern (fall, call, mall, hall, tall.

In teaching the ESL student to use word structure to deciper words, four main concepts should be developed: that new words (a) can be made by adding word endings to root words (inflected endings, i.e. -ed,-ing,-s,-es). (b) can be formed by combining

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two words (compounds, i.e., doghouse), (c) can be deciphered by breaking them down into phonetic parts (syllabication), and (d) can be made by adding affixes (prefixes and suffixes) to root words and that unfamiliar words can be deciphered by knowing what the common affixes and roots mean. (Palmatier, University of Georgia, Athens, Georgia).

An important clue to teach your ESL student is the use of word structure. This is the ability to use known word parts to decode longer new words. A number of structures in the English language occur over and over again; and many of these structures are pronounced regularly and consistently. We'll define four types of structure clues.

a. Inflected endings

When a student has developed a minimum sight vocabulary, it can be readily increased by familiarizing here with commonly occurring inflectional endings. For example, if your student knows the word, "run", you can then teach her the words run, running and runner. You want your student to realize that these endings do not drastically change the meaning of the word and that she'll see them repeatedly in print.

1. The student could underline all the words with a specific ending (ing, er, s, ed).

2. Select four or five words from the story. Have the student add inflected endings, i.e.

	s	ing
run		
walk		
fish		

The student could underline the root words in these words also. This increases a student's reading vocabulary quickly.

b. Compounds

Another way to increase your student's reading vocabulary is by teaching her to break down compound words into single words.

Students should be encouraged to identify a known word within the compound words. If your student knows part of the compound word, you should make sure she recognizes that part before proceeding to decode the entire word.

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c. Syllabication:

There are as many syllables in a word as there are separate vowel sounds. Syllabication can be a useful took in breaking down a long word into manageable parts. Often a student will balk at a longer word. You need not teach rules for dividing words into syllables to the student, but can model their application for her. If your student is not able to read the word "understood", you can cover all but the first syllable of the word, then ask the student to tell you what it says. Continue by unveiling progressively more syllables for the student to pronounce. Another way to approach syllabication is to draw lines between syllables so the student can see the parts.

d. Roots and Affixes

Students can be taught that English contains a number of units which can be combined with root words to make new words. These new words usually have a meaning that is based on the meaming of the two parts. For example -/un/ means "not". It can be added to the root word /happy/ to form /un-happy/. The meaning is changed to 'not happy'. The use of this clue requires the student to begin to learn.

Context clues are all the clues available in the text which make it possible for the reader to determine the meaning or pronunciation of an unknown word. The ESL student will most likely experience some difficulty in using these clues, because the structural patterns of her language may vary drastically from English. In some languages, Korean for example, articles do not exist. In others, verbs may be placed either at the beginning or the end of sentences. In Spanish adjectives follow the noun instead of preceeding it as in English. As a native speaker of English, an understanding of the structural patterns of the language is internalized. This enables you to determine at least the function of the word (verb, noun, adjective, adverb, article, preposition) in a sentence. From there an approximation of meaning can usually be established.

Context also enables the reader to determine how a word should be pronounced:

I gave the boy a present.
Please present the award.

The word "present" has two pronunciations. The one used is determined totally by context.

ESL/8. USING LANGUAGE EXPERIENCE TO DEVELOP OTHER READING SKILLS

Notes

In order to use context successfully, the student must be able to predict while reading. As discussed previously this can be very difficult for an ESL student. The ESL student can be helped by creating situations in which she has an opportunity for successful prediction.

Context is the clue used most often by mature readers to determine the meaning or pronunciation of an unknown word. That's fine if the language you're reading is your native language. The problem is that a reader of a second language cannot rely on the available clues as easily as a native language reader.

For example:

The man zitlowed against the fence while he waited for the bus.

You probably knew right away that zitlowed was a verb, and you may even have guessed that it had the same meaning as the word "leaned".

Can you find the verb in this German sentence?

Ich wusste, dass ich meinen weg verloren hatte.

(I knew that I my way lost had, or I knew I was lost.)

Because an ESL student is unfamiliar with the vocabulary and structural patterns of our language, it is difficult for her to use these clues effectively to determine the meaning or function of the unknown word. Some methods to begin with include:

a. Delete every fifth word or specific parts of speech and ask the student to fill in the blank.

This is the cloze procedure using the student's own language, rather than a published passage.

b. Write some paragraphs based on your knowledge of the student's vocabulary. The student will have to rely on context in order to read and understand the passage. This works especially well when you build in clues for your student, such as listing the days of the week in chronological order. A good place to begin with a low level student is a simple three sentence story:

My name is_____. My address is _____.
My phone number is_____.

ESL/8. USING LANGUAGE EXPERIENCE TO DEVELOP OTHER READING SKILLS

Have the student pick a sentence from her language experience story. Put the words in the sentence on flashcards. Ask the student to arrange the words in the proper order or have the student make different sentences from the words. Another way to work with grammar is to have the student pick a sentence and remove all the words possible without making the sentence ungrammatical.

For example: "Please find the nouns in this passage." A higher level student can be asked to find specific parts of speech in a passage.

Here are a few ideas you can use with Language Experience stories to develop your student's reading comprehension:

1. Write the individual sentences on cards. Ask the student to arrange the sentences in the proper sequence.

2. Ask the student to retell her story in different words.

3. Ask the student to find a new ending for the story. How does the new ending change the story?

4. Have the student ask you questions about the story.

Here is a story dictated by a Chinese student to this tutor:

I like to go shopping. I go to J.C. Penneys. I got to Lamont's. I go to Pay-n-Save. I go to Fred Meyers. I buy oil for my car at Fred Meyer's.

To teach or reinforce phonic skills, you might ask this student to find all of the words that begin with a particular sound.

For example: /l/ Lamonts like or /p/ Penney's Pay-n-Save

or find the words with long or short vowel sounds:

For example:

long	short
go	Fred
save	at
pay	
I	
like	

or work with word families.

For example:

oil	pay	like
boil	say	bike
soil	lay	mike
coil	hay	hike

Notes

This explanation is for your use- the handout follows (p. 145)

Notes

ESL/8. USING LANGUAGE EXPERIENCE TO DEVELOP OTHER READING SKILLS

To reinforce sight words or new vocabulary, you might make flashcards of the unknown words.

or...use the story as a springboard for introducing new but related vocabulary.

for example: money words, sale, cheap, expensive, change, discount

STRUCTURAL ANALYSIS

Inflected Endings - Add endings to words in the story to make new words.

	s	ing
buy		
like		
go		
shop		

Latin Roots and Affixes - This story doesn't lend itself to developing this skill, nor is the student ready to learn this.
syllabication - The student could find the words in the story that are one, two or three syllables.
Compound Words - The story doesn't lend itself to developing this skill.

CONTEXT

To develop skills in the use of context clues, use the cloze procedure:

I like to go _____. I go to J.C. Penney. _____go to Pay-n-Save. I go_____ Fred Meyer. I _____oil for my car at Fred Meyer.

or...Put the vocabulary used in the story in a different context.

For example: J.C. Penney is a good place to buy oil

I go shopping on Saturday.

COMPREHENSION

Some ideas for developing comprehension are:

Sequencing the sentences in the story,
choosing a title for the story, or
matching pictures to the story.

ESL/8. USING LANGUAGE EXPERIENCE TO DEVELOP OTHER READING SKILLS

Notes

GRAMMAR

To reinforce grammar skills you might ask the student to:

Change the story from present to past tense.

or - change the conjugation of the verb from I to he. (I go...he goes...)
or mix up the words in the sentence and have the student reconstruct it.
or - make all the sentences in the story negative. (I don't like to go shopping, etc.)

USING LANGUAGE EXPERIENCE STORIES TO REINFORCE OTHER SKILLS

SHOPPING

I like to go shopping. I go to J.C. Penney. I go to Lamont's. I go to Pay-n-Save. I go to Fred Meyer. I buy oil for my car at Fred Meyer.

PHONICS

SIGHT WORDS / vocabulary

STRUCTURAL ANALYSIS

CONTEXT

I like to go _____. I go to J.C. Penney. _____ go to Lamont's.

I _____ to Pay-n-Save. I go _____ Fred Meyer. I buy _____

for my car at _____.

COMPREHENSION

GRAMMAR

ESL/8. ESL READING COMPREHENSION

Notes

How well the ESL student comprehends what is read is more important than whether she can say all of the words. There is a major difference between developing reading comprehension skills with an ESL student and teaching reading to a non-literate English speaker. When teaching a non-literate English speaker to read you must develop critical reading skills as well as the use of the reading clues. With an ESL student those critical reading skills may be very developed. Your task is simply to assist her in gaining the necessary language skills in English to read for meaning with a critical eye.

Two handouts are included for your use:

A Comprehension Pre-Organizer/Categorization Activity
A Note Taking Sheet

The comprehension Pre-organizer can be used in at least two ways. The first is as a true "pre-organizer". After defining comprehension give participants the handout with instructions to tear along the solid lines and categorize the blocks in an order that makes sense to them. Then define the levels of comprehension. Allow participants an opportunity to reorganize the squares and then discuss their choice. A right answer depends on the person's explanation for putting it in a particular category. You may also use the pre-organizer after defining the levels as a review of the material presented.

The note taking sheet should be handed out as you begin discussing this topic.

You may lecture and define the levels or elicit ideas from the volunteers (noting key words and phrases on a blackboard), summarizing a complete defintion. Most will have some idea of the literal level. If you are working with people who have an education background, you may be able to articulate definitions for the higher levels based on their responses. As each level is definied, ask participants to help you develop questions at the appropriate levels about a picture.

In order to clarify the difference in the levels of comprehension, it may also be useful to cite some examples from a children's story. Following are examples of questions at the three levels used in our training for LITTLE RED RIDING HOOD.

Literal: Where was Little Red Riding Hood going with her picnic basket?

Inferential: How do you think Little Red Riding Hood felt walking through the woods alone?

Critical: Do you think Little Red Riding Hood's mother should have sent her into the woods alone?

ESL/8. ESL READING COMPREHENSION

Notes

Comprehension is understanding something, retaining its meaning, and being able to apply it in new situations. We often think we are developing comprehension when we ask questions and provide activities after students read. In reality, we're only testing to see what the student has understood. We are doing nothing to increase the student's comprehension. In order to do this, activities and questions should come before or during the reading.

An ESL student may understand the meaning of a passage without being able to read it outloud to you word for word. As a tutor, you should not be overly concerned with the successful oral reading of the passage, but should spend your time developing the student's ability to comprehend written English.

Comprehension activities and questions are classified by what kind of information is asked for and how specifically the answer can be found in the text. Educators often place these into levels. We'll be talking about literal, inferential and critical levels of comprehension.

Literal comprehension involves recognizing or recalling information explicitly available in the story. The student only has to remember what was told in the text. For example, What was the name of the story? Who is the author? Who are the main characters?

At the inferential level, the student is to use the information gained from the story in a new way. She can apply it to life-like situations, reorganize the materials to produce a different outcome. For example, What else could the man have done to solve his problems? Why do you think he chose the solution told in the story?

At the critical level the student must go beyond inference to make a judgement or evaluation. Questions dealing with "shoulds" are usually at this level? For example, Even though the man was poor and his family was hungry, did he have the right to steal food? Would you have stolen food? What would you have done?

You may ask participants to use a picture or short reading pasage and, working in pairs or small groups, develop a question at each level. These can then be shared with the whole group.

ESL/8. READING COMPREHENSION/METHODS

Notes

When discussing methods for developing reading comprehension it is important to allow participants an opportunity to practice/apply the information. Because of the variety of methods presented here, you must prepare materials to allow that practice. These materials can include pictures, low level reading materials, newspaper articles or even best sellers. You may wish to prepare materials for activities using the cloze procedure or listening comprehension exercises. You may want to make tapes of radio commercials. They are short and allow the volunteer to try the method.

Following are examples of possible practice activities:

After discussing picture clues, select pictures or photographs from your picture file. Model for the volunteers the kinds of questions you might ask the student about a picture.

> What do you think happened before (or after) this picture was taken?
>
> What is happening in this picture?
>
> Tell me a story about this picture.
>
> Would a story about this picture be a happy or a sad story?

Or, ask the participants to find a partner. Pass out one picture to each pair. Ask the pairs of volunteers to formulate several questions about their picture. These can be shared with the whole group.

Another suggestion is to select an illustrated text or story. Model for participants the kinds of questions you might ask about the picture before a student would read the text:

> What do you think the story will be about?
>
> Where do you think the story takes place?
>
> What do you think will happen next?

Pass out illustrated texts to volunteers. Ask them to develop questions as modeled by you.

As with levels of comprehension, it is possible to wait until all of the information has been presented to provide an opportunity to apply it. It is better to allow the participants to become actively involved as frequently as possible. For that reason, we encourage you to allow for practice throughout the presentation.

ESL/8. READING COMPREHENSION/METHODS

Notes

We'll be discussing and practicing various methods to develop your student's reading comprehension.

Listening

It is very important with an ESL student to develop listening comprehension skills. Listening to the same radio or news show can be a good motivator for reading something related to the topic at a later time. This can also provide you with information regarding your student's vocabulary development.

You and your student don't have to listen to the same radio or news show together. You can assign a program for the student to listen to and then discuss it at your next session. Ask your student to keep a list of new words heard in the program. If she can't write them perhaps she can keep a tape. You can explain the words at your next meeting. Try to have questions ready to ask at more than one of the levels we've discussed. Analyze how much your student understood. This will help you to determine what she needs to learn or practice.

Picture Clues

Picture clues are an important aid in assisting the ESL student deduce meaning from a passage. All beginning readers are more dependent on pictures than you, as a mature reader, are. This reliance on picture clues should not be discouraged. In fact, students should be encouraged to infer as much information as possible from pictures before attempting to read the text.

Pictures often provide valuable information for readers concerning the possible content of a passage. Before reading, pictures should be thoroughly discussed with the student. This will help you to determine what vocabulary she is familiar with in terms of the story content. It will also clue you in to what words you may need to pre-teach before beginning reading.

You may develop comprehension by asking questions about the pictures. Some questions include: "What is happening in this picture? How does this person feel?"

Talk about the picture, then have the student read the story to find out how many of her assumptions, based on the picture, were correct?

If you student seems uncomfortable with any of these techniques, model your answer first. The next time, ask the student to do it. The point is to make sure the student understands what is expected of her.

ESL/8. READING COMPREHENSION/METHODS

Notes

Reading to your student

It's good for the student to hear English being read. This technique also develops listening comprehension. Choose something of interest and spend a little time at each session reading it while your student listens.

Re-reading

Re-reading is another technique which increases comprehension. Research has shown that re-reading of one story or article will increase not only the comprehension of that text, but of all other new reading materials. By re-reading a passage or a story you can increase an ESL student's comprehension and fluency in reading English. If the student objects to re-reading you may "sneak" it in by asking the student to re-read the last chapter of a book read in the previous meeting. This provides extra practice in reading English. The student can also be asked to read something silently before reading the passage orally to you or with you. Silent pre-reading will provide greater success for your student when reading orally.

Reciprocal Reading

Take turns reading with your student. Each of you reads a paragraph or a page at a time. You can accompany this with reciprocal questioning. Or, just share reading without asking any questions. The nicest part about reciprocal reading is that you are sharing reading with your student. You can discuss the characters and the plot without asking formal questions. Statements like, "I don't understand why X did this, when..." help your student think about the story while reading. The student has the advantage of hearing you read and feels that reading is being shared. It works well with all students. It enables more of the story to be read in a lesson and therefore provides a broader context within which to understand the story. It makes reading in a second language far less frustrating.

Establish a purpose for reading

It is not often that we read anything without a reason. Why should we expect our student to? We read the income tax booklet for a reason, we read the newspaper with a specific purpose, as adults we always have a reason to read.

That is why it is essential that your student have a reason to read. Tell her something about the story, then ask her to read to answer a specific question, or to tell you about a

Notes

particular character or problem. Provide background for the student. Do not expect an ESL student to be familiar with the cultural context of American stories. The more background you can provide, the greater your student's comprehension will be when she reads.

For example: This is a story about a man whose wife is very sick. Read the story to find out how the family feels when they learn how sick she is.

Another way to provide a purpose for reading is to tell your student to read the story so that she can tell you about it after she's finished. This provides an opportunity to integrate speaking with reading and to practice any new vocabulary words learned through the reading.

Cloze technique

Coze stands for closure. The cloze procedure creates a need for completion or closure. In the standard method, the first paragraph is copied in full. In the next, two to three paragraphs (approximately 100 words), every fifth, seventh, or tenth word is deleted. The final paragraph is also written in full.

The cloze technique requires the student to fill in blanks at regular intervals in a reading passage. Because your student is not as familiar with English language patterns as a native English speaker, she will have more difficulty in completing the cloze passage. However, as explained in the Language Experience discussion, this technique can be adapted for the ESL student.

Sequence

Ask your student to sequence a series of pictures in an order that makes sense. The student needs to be able to defend the order she's chosen. There is no right or wrong answer. All the student needs to be able to do is tell you the story that goes along with the sequence. Students can be asked to sequence separate frames from a comic strip. However, remember that humor is culturally biased. Americans don't understand much British humor, and the reverse is true as well. Students can sequence sentences or paragraphs from their own language experience stories or from their retelling of a story or newspaper article which has been read to them. When student sequence their own stories or writing, they know what they said or wrote first, so it should be comparatively easy. You might want to encourage your student to rearrange the sequence so she can see the alternatives available to the writer.

ESL/8. ESL COMPREHENSION/METHODS

Notes

Using editorials

Read an editorial to your student or with your student. Discuss your opinions on the subject.

Should questions

Because "should" questions contain the subjunctive, your student may have difficulty in formulating responses in the appropriate tense. However, comprehension is the foremost concern and grammar should not be stressed in this situation.

Questions like, "The character hid from the villan in a building. What should she have done? Or the character in this story entered someone's home while the owner was gone, what should she have done?" are examples of these types of questions.

A possible culminating activity for your volunteers is to ask them to determine which of the methods discussed would be best for developing comprehension at one of the levels previously presented. This activity ties both parts of the reading comprehension section together and should improve retention.

SORTING ACTIVITY

LITERAL	In this story the main character stole a candlestick from a church because he needed money. Do you think he should have done this? Why or why not?	INFERENTIAL	In this story a man finds a purse on the street. What does he do with the purse?
In this story a little girl wanders into an empty building. Should she have done this?	In this story the little girl meets three new friends. Who were they?	In this story the hero hides in an office building to get away from the villain. What else could he have done to hide?	In this story we found out what kinds of jobs a secretary does. Would you like to be a secretary?
In this story a dog saves a little girl's life by pulling her out of a burning car. What was the dog's name?	In this book the main character runs away from home after he has a fight with his brother. What would you have done?	CRITICAL	In this story Mrs. Deerfield travels to New York to buy clothes twice a year. Do you think Mrs. Deerfield has a lot of money?
What would be a good title for this story?	What was the name of the little boy in this story?	What was the title of this story?	In this story the man builds a fallout shelter. After reading this story, do you think people should build fallout shelters?

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COMPREHENSION

Definition _____

_____

_____

Levels:

1) literal _____

_____

2) inferential _____

_____

3) critical _____

_____

Methods:

1) general _____

2) picture clues _____

3) reading to the student _____

4) re-reading _____

5) reciprocal reading _____

6) establish a purpose for reading _____

7) cloze technique _____

8) sequence _____

9) using editorials _____

10) should questions _____

THE A B C's OF TUTORING

Notes

Several handouts are included with this section. We suggest that you read through all to determine which you would like to share with your volunteers. You may choose to hand out those which are not used at a tutor brown-bag lunch or other tutor meeting at a later date. It is best not to give the tutors many more of these reference and supplementary materials than can be discussed in the workshop.

The most important activity at any tutor training workshop is presentations by, or discussions with currently active volunteers. Active tutors can give the new volunteers a good idea of what tutoring an adult in English as a Second Language is "really" like.

They can help you to emphasize the tutor must try to teach the student what she needs to know for her life situation, while developing English skills. Her needs and her skills will change during the period of instruction. The need for ongoing diagnosis and revision of goals and objectives will become apparent as tutors share their experiences.

You've been presenting content and modeling methods, but in this section the process of teaching is discussed, specifically in preparation for one-to-one situation.

It can be viewed as containing six steps:

diagnosis of a need
prescription of methods and materials to develop skills
treatment of the need using the methods and materials
evaluation of student progress
re-teaching or reinforcement as needed
re-evaluation

The individualized tutoring situation allows the tutor to custom design instruction. The tutor can select and adapt text book lessons and develop other materials as needed. The tutor can design real life assignments and use a variety of other techniques for reinforcement.

Teaching one-to-one allows you to structure the lessons to help with the student's needs. Textbooks are not tailored for each student. In an individual situation you can use the text to personalize the lesson. Conversations with the student will help you determine what skills and/or vocabulary would be meaningful for your student to learn. The disadvantages are that there is no other student who could supply a correct answer when your student is unable to do so. Also, the student does not have the same opportunity for repetition or to hear other students respond to similar questions. These points should be considered as you prepare to meet your student.

Notes

The basic procedure in teaching is to first determine the areas of need. When you are assigned a student, you will be given an overview of her general ability. Through conversation or further screening, you can choose one skills with which to start. Using a variety of methods and materials, you can then begin developing the student's skills in this area. You will need to reassess the student's ability. Then, if necessary provide reinforcement activities.

Based on the student's goals and language skills, you can choose a topic or life situation as the basis for instruction. Among "academic" goals, you may be developing the student's facility with the past tense, while on the practical level, you're working on dialogs to use at the grocery store. Demonstrating that what your student is learning is relevant to her life will make the task of language acquisiton more meaningful. You may find that your student needs help in life skills areas. This may be in the form of writing or correcting a letter, making a telphone call, or advising a student about a contract, document or government form. While this is not exactly tutoring, help of this nature can be invaluable to the student while she is learning to solve these problems herself. If provides you with more clues about the student's abilities and can point to the focus of future instruction. There are may books and teaching materials which you can use to help teach those necesaary areas of content. Several publishers have developed life skills workbooks based on consumer and vocational topics.

Before each lesson you should know:

What am I going to teach? Is it special vocabulary related to a work situation, survival dialogs for dealing with consumer needs or children's education or does your student need to develop high level reading skills?

Perhaps your student needs to develop speaking skills to match her reading skills.

How am I going to teach? Will you use objects, illustrations, texts, language experience stories, real-life assignments or a combination of techniques?

Have I selected appropriate activities? Are they related to the student's life situation and abilities?

What do I want my student to be able to do at the end of the lesson? This is the question essential to planning each lesson.

If your student has a glaring need in very basic skills, but would rather work to pass the written test for her driver's license. This provides the most relevant learning for your student. You may have a beautiful lesson planned on correct

verb tense, but put it away for a later time. If your student is concerned over a sick child, you may need to postpone your plans to a better day.

Timing is also extremely important. All people experience a lessening of interest after a certain period of time. Use your judgement-based on your feelings and the student's reaction-to determine the length of time spent of any particular skill or activity. If a student is obviously tiring, but has not mastered the objective, you should change teaching methods or leave the entire topic or subject for another time. This is more effective than continuing after discouragement on the student's part is obvious. Perhaps the most important ingredient of teaching is flexibility.

Success is important to every learner, regardless of age. Your lessons need to be arranged to provide enough good feelings to prevent the student from becoming discouraged. Pace your lessons slowly and plan more than one method for presenting the information, concept or skill. Success needs to be sincere. If the student does not do well enough to rate a lot of positive response, examine your lesson plan. Did you know what you wanted to accomplish? Were a variety of materials and activities used? Is it time to focus on another skill or topic for awhile?

Preparing Yourself for Tutoring

Gain as much background about your student as possible. Imagine your student's environment. What influences are important in the life of your student? What are her goals? Try to imagine as concretely as possible what things might actually come up during the tutoring session and what you are going to do with them. Some questions you might try to answer are:

Are there any children?
What hobbies does the student enjoy?
How does work, religion, politics influence her life?
Are friends, family supportive of her desire to improve her English?

Record Keeping

It is a good idea to keep a notebook on your student. This should begin at the first session. In this notebook you can record your student's address, telephone number, strengths and weaknesses, special needs and the materials and techniques used. This is a good place to keep track of what needs to be reviewed in future lessons and what content posed problems for your student. You can also keep copies of any student assessments in this notebook. In this way competencies and new skills can be recorded upon observation.

Notes

Notes

Some of the same information should be recorded on your monthly tutor calendar. This calendar is kept in your stuuent's file and makes it possible for us to assist you with your tutoring needs. Please send in the calendar at the end of the month. These calendars are also very helpful when a replacement tutor bogins to work with a student. They make it very easy for a new tutor to begin instruction. Some of you will be looking at calendars your students' former tutors sent in. We're sure you'll agree that they make your lesson planning and instruction much easier.

You are very important to your student. Tutoring can be frustrating, challenging and rewarding. The first lesson is the begining of a growing relationship; therefore you should not expect complete openness immediately. Your student will come to the first session with doubts, needs and fears. You have an hour or two to set her at ease and to begin the development of a teaching relationship.

PREPARATION FOR TUTORING

You are now ready to begin tutoring. You will become important to your student. She may come to the lessons with doubts which you can help allay. You can use the first lessons to set your student at ease and to teach something new. This time can be the beginning of a growing relationship which can develop into a mutually rewarding experience.

You are very important to us, too. You are our most important link to the student. We depend on you to let us know what types of materials you are using with your student, to keep records of your student's progress, and to inform us if there is any problem.

OVERVIEW OF TUTORING

1. Basic Steps of teaching
   - A. Determine need
   - B. Find appropriate materials and activities
   - C. Develop structured lesson of small steps
   - D. Provide adequate repetition
   - E. Evaluate progress
   - F. Re-teach the same skill, if necessary

2. Remember to:
   - A. Monitor length of lesson or activity
   - B. Make lessons relevant to student's needs
   - C. Provide for genuine success
   - D. Be flexible
   - E. Keep records of the student's background and needs for your information
   - F. Keep the LCA monthly tutoring calendar updated with information about the lessons, hours taught and hours needed for preparation and travel. Please send this calendar into our office at the end of each month.

   - G. Enjoy your student and the sessions.

ZSL GUIIDELINES

1. Greet individuals by name and whoen possible engage in brief, casual conversations.

2. Learn to pronounce your student's name as s/he pronounces it - and be patient while s/he learns yours.

3. Teach English as an added skilll - not as something to replace a native language.

4. Be yourself, and strive to create aa relaxed yet stimulating atmosphere.

5. Repeat, repeat, repeat. One has tco hear and say a new word some 40-60 times before it will be retained.

6. Speak in complete sentences and inssist that your student do likewise.

7. Be well informed, there is no substtitute for being prepared.

8. Keep a notebook of the words, soounds, and sentence structures which trouble your students so that youu will remember to review them on a regular oasis.

9. Never say, "Do you understand?" YYour student will almost always say "Yes" to please you whether s/he really understands or not. Instead, make your student prove s/he unnderstands by answering appropriate questions.

10. From time to time you will make mistakes. Don't be afraid to admit errors or the need to corroborate information from reliable sources.

11. Good instructors exercise restraiint whon correcting. They know that correcting every little thing a poerson doesn't do quite right, makes the student nervous, damages self-confidence; and instead of being a help, their corrections will be haarmful and annoying.

12. Compliment before you correct. Allways find something to praise in a person before you correct them.

13. Speak only English in class and allow your student to speak only English in class. (You will havee plenty of opportunity to try out his language before and after sesssions). This is important in order to help the student start thirnking in Englisn as quickly and completely as possible. Along thiis same line, you and your student should try not to use a bilinguaal dictionary in class. Looking up things will become a crutch; it wiill slow down the sessions and make it more difficult for the student tto think in English.

14. Don't forget to listen, and don''t be afraid of pauses. Pauses and silence make Americans uncomfortabble, which is not the case in many cultures.

15. The teacher should always remember to allow the student time to think and to develop. S/he should not try to fill every possible moment with chatter or advice.

16. Be cautious to avoid usurping the role of a psychologist, doctor, or lawyer. Be a referral bureau, but don't pretend expertise beyond your field.

17. Avoid talking down to your student. Just because s/he doesn't speak English - yet - doesn't mean that s/he is not intelligent.

18. Be open and frank in our conversations, not glossing over our problems, but interpreting historical and sociological backgrounds.

19. Encourage your student to practice English outside of class--to listen to the radio, watch television (news programs are good), and look for words s/he knows in street and store signs.

20. Take genuine interest in your student's country and culture. Do some reading and studying on the side about his/her part of the world. Your interest will mean a great deal to her and to you.

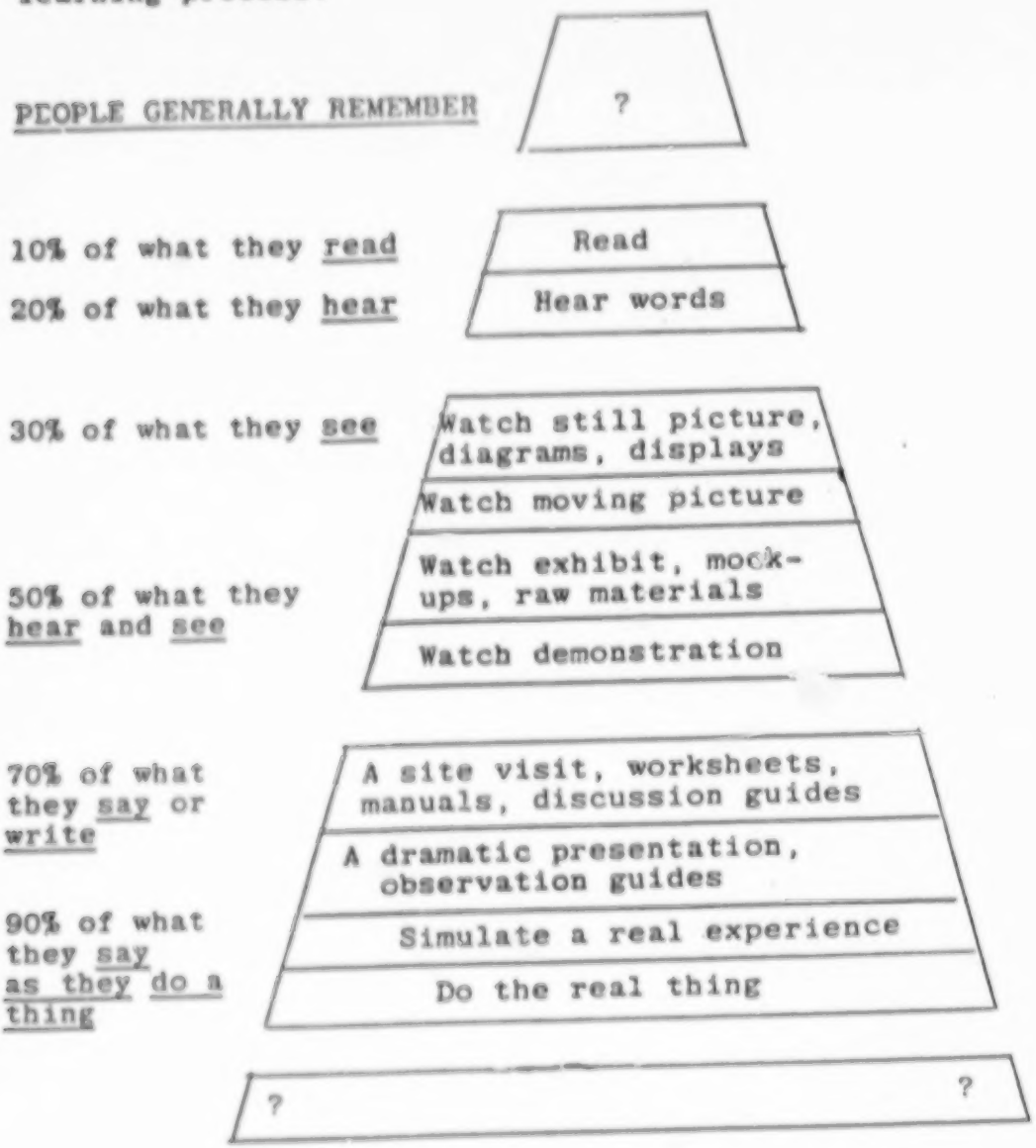
21. Help your student adjust to American culture by acquainting him with social customs, explaining the meaning of holidays, and teaching him some things about the immediate community in which he lives (for example: locations of schools, the library, stores, phone numbers of police and fire departments).

22. Smile a lot. Enjoy yourself!!!! Plan picnics, field trips, or socials, share food, music and cultures.

1. Check homework.
2. Review weak areas from previous lessons.
3. Build up comprehension of new words in lesson.
4. Ear training, using lesson vocabulary.
5. Silent reading.
6. Oral reading - language rhythm - intonation.
7. Comprehension check-up.
8. Pronunciation helps - conversation.
9. Reinforce with activities.
10. Spelling - dictation
11. Writing & creative writing.
12. Homework assignment.

DALE'S CONE OF EXPERIENCE

An important learning principle, supported by extensive research, is that persons learn best when they are actively involved in the learning process.


PEOPLE GENERALLY REMEMBER
?
10% of what they read
Read
20% of what they hear
Hear words
30% of what they see
Watch still picture, diagrams, displays
Watch moving picture
50% of what they hear and see
Watch exhibit, mock-ups, raw materials
Watch demonstration
70% of what they say or write
A site visit, worksheets, manuals, discussion guides
A dramatic presentation, observation guides
90% of what they say as they do a thing
Simulate a real experience
Do the real thing
? ?

See Wiman & Mierhenry, Educational Media, Charles Merrill, 1969, for reference to Edgar Dale's "Cone of Experience."

HO#6

HELPFUL HINTS

for

Teaching English as a Second Language

Diane Allen
MOUNT HOOD COMMUNITY COLLEGE

1. Collect household items, old boxes, cans, etc. and make a mock store. Have students write grocery lists and go shopping, etc. It is also possible to write short dialogues to be used in a role-playing situation.

2. Collect toiletries (personal grooming items) and medicines and use in the same manner as above.

3. Collect menus and stage a mock restaurant situation.

4. Ask a doctor for a sample patient registration form and have the students fill them out. Again, a short dialogue can be devised to fit this situation.

5. Obtain blank checks and sample bills from a bank in your area. Have the students practice making them out.

6. Hold an informal party or two during each term. This is a good way to teach customs peculiar to the United States. (i.e. Halloween, Valentines Day, etc.) I always end each year with a dinner. Each student brings a dish from his or her own country. You can also teach a little American History by celebrating Thanksgiving, Abraham Lincoln's birthday, etc.)

7. Contact the telephone company in your area. They usually have a tele-trainer which is available on a loan basis. Teach the student how to dial emergency numbers, call the doctor, etc. You may even include a lesson in how to use the telephone book.

8. Collect some travel posters and write welcome in the student's own language. Buy a world map and have each student place a small name tag on his native land. You can also do this with a local map. Have the students locate where they live.

9. Take the students on a field trip which will enable him to practice his English skills. (grocery store, post office, library, etc.)

10. Bring a picture of your family, home, (anything of interest) to class. Encourage the student to do the same. It is a good conversation tool and the students enjoy this immensely.

11. Design a lesson to fit students specific needs. (i.e. a group of women might enjoy learning how to read a recipe book, a group of men the names of tools, part of an automobile, etc.)

THESE ARE BUT A FEW IDEAS TO SPARK YOUR IMAGINATION ---- HAVE FUN!

POSSIBLE SOURCES OF FREE MATERIALS

1. Public library-books, tapes, records, etc.

2. Post Office-change of address cards, money order blanks, pamphlets on postage rates, etc.

3. Banks-deposit and withdrawal slips, blank checks, calendars, credit applications, information pamphlets.

4. Grocery stores-recipes, sample meal planning, coupon booklets, sweepstakes entry forms.

5. Restaurants-menus, job applications

6. Employment service offices-job applications (city, state, etc.), pamphlets on job search, various forms.

7. Telephone company-phone books, application forms, deposit and billing information.

8. Chamber of Commerce-maps, pamphlets, brochures, etc.

9. U. S. Department of Immigration and Naturalization-citizenship books available in English and Spanish.

10. Publisher sample copies of books and workbooks.

11. Airlines and travel agents-copies of flight schedules, applications for frequent flyer clubs, various forms.

12. Health agencies-pamphlets, forms, posters.

13. Transit offices-bus and train schedules.

14. Extension agents-books, pamphlets, recipes, etc. related to your geographical area.

15. Newspapers-t.v. and radio schedules, sports pages, graphs, charts and maps, recipes, want ads, "Dear Abby", etc.

Literacy Council of Alaska
528 5th Avenue · 456-6212
Fairbanks, Alaska 99701

TUTOR _____
STUDENT _____
MONTH _____

DATE: _____ MATERIALS _____

COMMENTS:

HOURS
TUTORED ____
PREPARATION ____
TRAVEL ____

DATE: _____ MATERIALS _____

COMMENTS:

HOURS
TUTORED ____
PREPARATION ____
TRAVEL ____

DATE: _____ MATERIALS: _____

COMMENTS:

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TUTORED ____
PREPARATION ____
TRAVEL ____

DATE: _____ MATERIALS: _____

COMMENTS:

HOURS
TUTORED ____
PREPARATION ____
TRAVEL ____

THIS IS YOUR TUTOR CALENDAR.
WE NEED THIS INFORMATION MONTHLY,
SO BE SURE TO SEND IT IN.

THANK YOU! THANK YOU! THANK YOU!

TOTAL HOURS
TUTORED ____
PREPARATION ____
TRAVEL ____

A United Way

Member Agency

DATE: _____ MATERIALS: _____

COMMENTS:

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PREPARATION ____
TRAVEL ____

ANNOTATED BIBLIOGRAPHY

ESL TEXTS

Carver, Tina Kasloff and Sandra Douglas Fotinos. A Conversation Book - English in Everyday Life, Books 1 and 2. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

These books are designed for both the beginning ESL student with some knowledge of English and the intermediate ESL student. The texts are built around situations which the student is likely to encounter in his everyday life. The students practice idiomatic English in a conversational setting. The books are meant to be used with a group of students but can be adapted for use in a one-to-one tutoring situation. Since they are not specifically grammar texts, they could be used in conjunction with any grammar text. These are an excellent resource for conversation and dialog ideas. They are perhaps best utilized when used as supplementary materials or as the basis for the student-tutor developed curriculum. The excellent graphics are one of the real strengths of these books.

Foley, Barbara and Howard Pomann with Gretchen Dowling, LIFELINES Coping Skills in English. New York: Regents Publishing Company, Inc., 1982.

LIFELINES is a four-book ESL series which is designed to teach adult learners coping skills. It can be used for entry through intermediate level students. Although the series is planned for the classroom ESL instructor, the books can easily be used by the volunteer tutor. Each book contains ten different coping skills areas with built in review of skills. It is not necessary to supplement the series with tutor designed exercises. However, the tutor will have to carefully prepare lessons for use with an individual student. Each book lists the coping skill areas, the competencies and the grammatical strucures introduced or reviewed. Instructions for the teacher/tutor are included.

Dobson, Julia M. and Frank Sedwick, Conversation in English: Points of Departure (2nd Edition). Atlantis Publishers, Inc. 1981.

The book presents fifty-one (51) scenes from American life. Each scene consists of a drawing, vocabulary, questions for analysis of the drawing, conversation questions and topics for composition. It is a very good book for use by the volunteer. The drawings and conversation questions can be used in conjunction with another text. The scenes do not need to be used in sequence. The volunteer can choose to begin anywhere in the book based on student needs. However, it is designed for an intermediate student and should not be used with a beginning student.

Harris, Tim. Practical English. New York: Harcourt Brace Jovanovich, Inc., 1981.

Practical English is a three-level series, which is accompanied by Writing Practical English. These workbooks are to be used with the series. Tapes are also available.

The series is designed to teach students the most common structures of English and to enable them to understand and participate in conversation and express themselves well in writing. Four basic language skills are taught: listening, speaking, reading and writing--with an emphasis on oral communication in Book 1. Increased attention is given to reading and writing in Books 2 and 3. The illustrated situation and dialogs that are used in the series are based on everyday situations that students encounter. This series is excellent for students who are facing a job situation because the dialogs and content present job-related situations. It gives a rounded look at the job world and the people who work in a wide range of occupations.

Institute of Modern Languages, Inc. Orientations in American English. Springfield, Maryland, 1977.

Orientations in American English is a six-level series using the Situational Reinforcement method of teaching ESL. Situational Reinforcement emphasizes involving students in all activities related to language learning: reading, listening, repeating, responding and writing. In keeping with this methodology, each level includes a text, a reader, tapes, tapebook and workbook, as well as Proficiency Test packages.

One Teacher's Manual serves for the whole series. This manual contains an explanation of Situational Reinforcement methodology, suggestions for further activities, and instructions for using the other tests in the series. Each lesson is based on a real-life situation which every adult might encounter any day. Every lesson provides practice in the five language learning activities.

Due to the nature of the lessons this series is most suitable for working, adult students. The introductory lessons seem a little difficult for a student who knows no English. This series would be appropriate for students with a small amount of English already and who need functional English for everyday living situations.

Keltner, Autumn and Gretchen Bitterlin, English for Adult Competency. Engelwood Cliffs, New Jersey: Prentice-hall, Inc. 1981.

This workbook format text is a two book series. Book 1 is for students who have had less than a year of ESL instruction. Book 2 is for the student with at least a year of instruction. The workbooks are designed to teach students the oral language patterns and vocabulary for day-to-day survival situations. Nine units are included in both books. These include identification, food and money, health care, transportation, housing, clothing and fabrics, looking for a job, banking and postal services and community resources. These are very good for both the beginning ESL student and the beginning volunteer tutor. Each unit contains a dialog, practice and conversation exercises. This is an easy-to-use text.

ESL TEXTS (continued)

Macero, J. D. and M. A. Lane. The Laubach Way to English. Syracuse, New York: New Readers Press.

The Laubach Way to English is a series of five Teacher's Manuals which are correlated to a student's text-workbook, called a skillbook. This was originally written for the adult native speaker of English with no reading skills. This series of Teacher's Manuals was specifically developed to adapt the New Streamlined English Series to the ESL student.

Each Teacher's Manual contains practice in listening and speaking conversation skills and instructions for teaching the skillbook reading and writing lessons. These teacher's demonstrations and verbal instructions give the beginning ESL volunteer tutor a sense of confidence. Further, the methods described are aimed at the one-to-one teaching situation.

Though the step-by-step instructions are excellent for a beginning teacher, the content of the lessons needs tutor adaptation to meet the student's everyday life needs. The series was designed for teaching adults who are illiterate in their native language as well as English.

Mellgrem, L. and M. Walker. New Horizons in English, 2nd ed. Reading, Massachusetts: Addison-Wesley Publishing Company, 1980.

New Horizons in English is a six-level series. Each level in the series consists of a student book, workbook, and a Tachers's Resouce Book. The Teacher's Resource Book (TRB) contains a reduced copy of the student text, with an accompanying detailed lesson plan. Each page of the workbook which the student uses is also reproduced in the Teacher's Resource Book. The TRB gives only a very brief description of the key exercises and techniques, assuming that the p erson using the book is already familiar with most of the ESL teaching techniques. The TRB and the series was designed for a classroom situation, but with a little care the lessons can easily be adapted to a one-to-one teaching situation. The oral introductions, one of two key techniques used in the series, is the one most likely to need adaptation. The other, called "pairwork," is most readily useable in a one-to-one situation.

The units are built around themes taken from real-life situations, which are introduced through the use of dialogs. The language used in these dialogs and in New Horizons in general tends to be the most contemporary and the best suited of any major ESL text series. However, the real-life situations from which the dialogs are derived sometimes do not have equal relevance to a student's own situation.

The excellent graphics, the well designed workbook which supplements the text, evaluations through "Progress Checks," "Listen and Understand," and "Unit Texts" makes this one of the best all around texts available.

ANNOTATED BIBLIOGRAPHY

ESL REFERENCES'

Celce-Murcia, Marianne and Lois McIntosh. Teaching English as a Second or Foreign Language. Rawley, Massachusetts: Newby House Publishers, Inc.

This volume was designed primarily as a textbook for a basic, but comprehensive, ESL methods course. It contains much background information of a theoretical nature on the relevant research being done in the field. It also contains much practical teaching information. The teaching suggestions are aimed at the classroom teacher rather than the individual tutor, but with a little thought many of these suggestions can be adapted to a one-to-one teaching situation. The book is specifically aimed at the person with some previous teaching experience in the field.

This is an excellent volume for anyone who wishes to expand and deepen their knowledge in the field of ESL teaching at a more professional level. It makes a very useful guide and resource book for individuals who are teaching ESL but who have not had specific training. It should be used as a reference book to be looked into rather than read cover to cover.

Colvin, Ruth J. I Speak English - A Tutor's Guide to Teaching Conversational Enlish. Syracuse, New York: Literacy Volunteers of American, Inc. 1980

This single volume book is aimed specifically at the volunteer with no previous teaching experience. It is designed as a simplified, practical and condensed guide of basic ESL methods. I Speak English is the handbook which accompanies Literacy Volunteers of America tutor training workshops.

This is an excellent volume for the very beginning volunteer tutor, who lacks any previous experience. It is very readable but due to its simplified and condensed nature, is limited in the scope of the techniques which are presented.

It includes such topics as "Language as Communications," a very brief overview of the nature of language, student and tutor profiles, testing, and lesson plans. This is an excellent book for a beginning volunteer tutor.

Holdzhom, Davis. The Ideabook: A Resource Manual for Teachers of English as a Second Language. Silver Springs, Maryland: Institute of Modern Languages, 1979.

This resource has many easy to use suggestions which a volunteer tutor can implement immediately. Although designed for those in a classroom situation, the ideas can be adapted for individual instruction. In addition to listening, speaking, reading and writing activities, there is information on testing students. The introductory section provides a good overview of English as a Second Language instruction.

Light, Richard, consulting ed. Teaching English as a Second Language: Perspectives and Practicies. Albany: The University of the State of New York, The State Education Department, 1978.

This is a seies of six volumes containing articles which range from theory to practical teaching techniques. The volumes are organized around six general topics: Background and Approaches, Speaking and Understanding, Reading and Writing, Testing, Current Issues in Second Language Teaching, English as a Second Language, and Bilingual Education.

The volumes which are of most immediate value to tutors looking for relevant teaching techniques would be Speaking and Understanding and Reading and Writing. Speaking and Understanding contains seven excellent articles encompassing topics dealing with dialog criteria, the development of a lesson plan around a dialog, the place and use of rapid drills in ESL teaching, pronunciation teaching techniques, and the use of songs in the ESL class. Reading and Writing contains five articles, which cover reading techniques and the use of controlled composition as a technique for teaching writing to the ESL student.

Overall, this series is an excellent introduction for the person new to the field of ESL teaching, and it gives a good overview of methods. Use these as needed to fill in any gaps in your knowledge.

Moran, Patrick R. The ESL Miscellany. Battleboro, Vermont: Pro Lingua Associates, 1981.

This book contains an impressive amount of information and is a wonderful resource book for the entire ESL volunteer program. It can be very useful to both the volunteer and the volunteer trainer. It has a wide array of lists which can be used to assist with determining what to teach and where to start.

Rivers, Wilga M. and Mary S. Temperly. A Practical Guide to the Teaching of English as a Second or Foreign Language. New York: Oxford University Press, 1978.

This is designed for present or future teachers of English as a Second or Foreign Language. The authors discuss language teaching methodologies and techniques in the light of recent research in the field of psychology and linguistics. All aspects of language learning which contribute to the effective use of language are discussed: oral communication, pronunciation, grammar instruction, listening comprehension, reading comprehension and writing. Each chapter begins with a theoretical discussion, followed by examples and practical exercises.

This is an academic book which is designed for the classroom situation. A detailed table of contents and comprehensive index make the material in this book accessible. It makes an excellent reference.

Saville-Troke, Muriel Foundations for Teaching English as a Second Language: Theory and Method for Multicultural Education. Englewood, Cliffs, New Jersey: Prentice Hall, Inc. 1976.

This book is concerned with the linguistic, cultural, social and psychological aspects of teaching English as a Second Language. It contains information on each of those aspects as well as current trends, survival skills for students and teachers, strategies for instruction and preparation for teaching. It is not designed for those providing instruction on an individual basis--nor is it specifically oriented for instruction of adults. It is more difficult to read than other books mentioned here. It is best for the trainer who is able to read it and draw from it information which can be adapted for inclusion in workshops.

Taylor, Barry P. (ed) TESOL QUARTERLY. Washington, D.C., Georgetown University, 1984.

The TESOL Quarterly is the best method to stay current in the field of English as a Second Language. The publication contains research and evaluation information as well as information on methods and materials. The reviews and advertisements will assist you in locating instructional texts and references for your program.

Wattenmaker, Beverly S. and Virginia Wilson. A Guidebook for Teaching English as a Second Language. Boston: Allyn and Bacon, Inc., 1980.

This is exactly what the title implies, a guidebook, not an all inclusive text, for teaching English as a Second Language. Basically it is a book of ideas, activities and techniques. Every language-teaching chapter includes (1) a sequence of behavior objectives and corresponding grammar objectives, (2) teaching and communications exercises directed toward the achievement of each objective, (3) suggestions for evaluation, and (4) annotated lists of resources. The emphasis of the book is on achieving student-teacher interaction. This book is meant to supplement whatever textbook the teacher has chosen by suggesting activities and techniques which will lead to more real and relevant communication in the classroom. Again, this book is created for a classroom situation, but many of the ideas can be easily adapted to one-to-one teaching. It is excellent reference for ideas that will expand and spice up lessons.

ANNOTATED BIBILIOGRAPHY

PRONUNCIATION REFERENCES

Bowen, J. Donald. "Contextualizing Pronunciation-Practice in the ESL Classroom" in Teaching English as a Second or Foreign Language. Marianne Celce-Murcia and Liz McIntosh, eds. Rowley, MA: Newbury House Publishers, Inc., 1979, pp. 101-110.

This article is somewhat technicall, but provides a very useful background for teaching pronunciation. Bowen discusses various theories on including pronunciation in the lesson. After providing five techniques for teaching pronunciation, Bowen shows how the best methods can be integrated into the rest of the English lesson. At the end of the article, there are discussion questions and suggested activities to reinforce the contents of the article for the tutor or teacher. The short bibliography includes other sources for minimal pair lists and pronunciation drills.

Grate, Harriette Gordon. English Pronunciation Exercises for Japanese Students. New York: Regents Publishing House, 1979.

The text is organized into five sections: Consonants, Vowels, Reduced Forms, Additional Exercises and Intonation. Each section contains several lessons. All lessons, except the intonation ones, concentrate on particular sounds or sound combinations which may give a native Japanese speaker difficulty in English. Each lesson consists of build-up exercises, which introduce the soumds to be studied, and review exercises, which present the words in a list keyed to tongue twisters using the pertinent sounds. Intonation lessons consist of lists of sentences to practice.

This text is very helpful, not only for Japanese students but also for speakers of langauges which do not have the consonant and vowel sounds of English. Do not spend too much time per lesson on these exercises. They are rather boring. Any attempt to explain what the words mean should be avoided.

Hecht, Ellen and Gerry Ryan, Survival Pronunciation; Vowel Contrasts, the Alemany Press, 1979.

This workbook contains eight units. A pre-test and overview of American vowel sounds constitute the first unit. The remaining seven each focus on teaching a vowel discrimination. Each unit is based on a topic appropriate to the beginning ESL learners' needs. Very little information is included for the teacher or tutor using the workbook. The beginning tutor could use it after careful preparation.

Macero, Jeanette D. and Martha A. Lane. The Laubach Way to English: ESL Teacher's Manual for Skillbook 2. Syracuse, New york: New Readers Press, 1976.

These Teacher's Manual's contain step-by-step descriptions of how to teach a pronuonciation drill using minimal pairs. (Check Table of Contents.) Each lesson presents a contrasting pair of sounds to be learned. Tutors may use these lessons in the order suggested by the

book or they may pick and choose lessons according to the problems of the individual student. The advantage of these lessons is that they are very clearly presented for the beginning tutor.

Nilsen, Don L. F. and Alleen Pace Nilsen, Pronunciation Contrasts in English, New York: Regents Publishing Company, Inc., 1973.

This book is a good guide for the beginning tutor concerned with developing students' pronunciation skills. It is also useful for the volunteer trainer as reference when planning the pronunciation section of an ESL workshop. Included for each sound contast are: language lists to pinpoint contrasts likely to give trouble to various langauge speakers, comparative charts and diagrams of sound production and lists of minimal pair words and sentences for practice.

Rivers, Wilga M. and Mary S. Temperly. A Practical Guide to the Teaching of English as a Second or Foreign Language. New York: Oxford University Press, 1978, pp. 149-184.

Chapter 5, "On Teaching the Sound System," gives a good, comprehensive overview of the most important points to remember in teaching the sound system of English. The chapter describes terminology, how to analyze errors and the sounds of English. Important questions about the teaching of intonation and pronunciation are discussed. The end of the chapter contains a sample pronunciation checklist and an evaluative passage.

For the very beginning tutor the checklist and evaluative passage will probably be most valuable. The rest of the chapter will help the trainer answer tutor questions and will be interesting to tutors who would like to know the "why" of what they are doing.

Trager, Edith Crowell and Sara Cook Henderson. The PD's: Pronunciation Drills for Learners of English. Portland, Oregon: English Language Services, 1956.

This text is an exercise book of pronunciation drills geared toward any non-native speaker of English. The first series of lessons deals with vowels, the second series, with consonants. At the end of the book, a section on the alphabet is included. This text uses a very phonetic approach. It is good practice for pronunciation and phoneme discrimination. Perhaps this most valuable part of the book is a discussion of specific problems which speakers of particular foreign languages may have. Do not spend more than 15 minutes at a time on these drills--your student will fall asleep.

ANNOTATED BIBLIOGRAPHY

ESL TRAINING REFERENCES

Colvin, Ruth J. LEADER (Literacy Education Assistance for the Development of Educational Resources). Syracuse, New York: Literacy Volunteers of America, Inc., 1974.

LEADER contains much needed information for anyone working with and training volunteers as tutors. It presents basic information on organizing the volunteer program. A special resource is the five page annotated bibliography of books for teachers and students.

Wilson, Marlene. The Effective Management of Volunteer Programs. Boulder, Colorado: Volunteer Management Associates, 1976.

This book discusses the management of the volunteer program from motivation and communication through recruitment. It contains many practical suggestions as well as good references for further reading.